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ABSTRACT

The seven papers in this collection continue the presentations from the Division of Libraries Serving the General Public: (1) "Multicultural Activities for Children and Young People at the Munich International Youth Library" (German and English versions; Lioba Betten); (2) "Multicultural Literature and Library Services for Children: A Continuing Challenge for the New Century" (Carla D. Hayden); (3) "Ethnic Bibliographic Instruction: Yesterday, Today, and Tomorrow" (Jashu Patel); (4) "Funding for Public Libraries in the 1990s" (Arthur Curley); (5) "Funding of Public Libraries: A Case Study" (Paul J. Fasana); (6) "From the Mobile Library to the Departmental Centre of Cooperation" (French and English versions; Genevieve Boulbet); and (7) "Mobile Libraries: The Jamaican Experience" (Sybil Iton). (SD)

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55e CONSEIL ET CONFÉRENCE GÉNÉRALE DE L'IFLA
PARIS, FRANCE
19-26 AOÛT 1989

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55th IFLA COUNCIL AND GENERAL CONFERENCE
PARIS, FRANCE
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Brochure 31 / *Booklet 31*

DIVISION DES BIBLIOTHÈQUES AU SERVICE DU GRAND PUBLIC
2e partie. La 1re partie est dans la Brochure 30

DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC
2nd part. The 1st part is in Booklet 30

SECTION DES SERVICES DE BIBLIOTHÈQUES POUR LES POPULATIONS MULTICULTURELLES

SECTION ON LIBRARY SERVICES TO MULTICULTURAL POPULATIONS

Session 134 — mercredi 23 août / *Wednesday 23 August* — 12:30 - 15:00

Multikulturelle Aktivitäten für Kinder und Jugendliche in der Internationalen Jugendbibliothek München *(48-MCULTP-2-G)*	Lioba BETTEN, Stellvertretende Direktorin Internationale Jugendbibliothek, München, Bundesrepublik Deutschland
Multicultural Literature and Library Services for Children : A Continuing Challenge for the New Century *(47-MCULTP-1-E)*	Carla D. HAYDEN, Assistant Professor, School of Library and Information Science, University of Pittsburgh, Pennsylvania, USA
Ethnic Bibliographic Instruction : Yesterday, Today and Tomorrow *(49-MCULTP-3-E)*	Jashu PATEL, Acting Dean, University Library and Learning Resources and Professor of Library Science and Communications Media, Chicago State University, Chicago, Illinois, USA

TABLE RONDE — ASSOCIATION INTERNATIONALE DES BIBLIOTHÈQUES DE VILLES MÉTROPOLITAINES (INTAMEL)

ROUND TABLE — INTERNATIONAL ASSOCIATION OF METROPOLITAN CITY LIBRARIES (INTAMEL)

Session 138 — mercredi 23 août / *Wednesday 23 August* — 12:30 - 15:00

Funding for Public Libraries in the 1990's *(43-INTAMEL-1-E)*	Arthur CURLEY, Director, Boston Public Library, Boston, Massachusetts, USA
Funding of Public Libraries : A Case Study *(77-INTAMEL-2-E)*	Paul J. FASANA, The Research Libraries, The New York Public Library, New York, USA

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TABLE RONDE DES BIBLIOTHÈQUES MOBILES
ROUND TABLE ON MOBILE LIBRARIES

Session 107 — mardi 22 août / *Tuesday 22 August* — 08:00 - 10:30

De la bibliothèque circulante... au centre départemental de coopération *(12-MOBILE-1-F)*

Geneviève BOULBET, Conservateur de la Bibliothèque Centrale de Prêt de la Haute-Garonne, Toulouse, France

Multikulturelle Aktivitäten für Kinder und Jugendliche in der Internationalen Jugendbibliothek München

Lioba BETTEN, *Stellvertretende Direktorin, Internationale Jugendbibliothek München, Bundesrepublik Deutschland*

ZUSAMMENFASSUNG

Die Internationale Jugendbibliothek ist eine in der Welt einzigartige Spezialbibliothek für Kinder- und Jugendliteratur. Sie wird sowohl von Erwachsenen als auch von Kindern und Jugendlichen benutzt. Seit 1948 werden Kinder- und Jugendbücher aus der ganzen Welt gesammelt. Heute verfügt die Bibliothek über einen Bestand von 480 000 Büchern in über 120 Sprachen. Fachliteratur - Bücher, Zeitschriften und andere Materialien - werden ebenso international bereitgestellt.

In der Abteilung für Kinder und Jugendliche werden Bücher in 12 Sprachen ausgeliehen. Es finden regelmässig Aktivitäten statt, die sich sowohl an deutsche als auch an Kinder und Jugendliche anderer Nationalitäten wenden. Ausstellungen, Fremdsprachenkurse, Malstudio, Buchdiskussionen, Lesungen, Kinder- und Jugendtheater, Filme, Zaubernachmittage, Briefmarkentausch etc. Ausländische Stipendiaten informieren sie über Leben und Literatur ihrer Heimatländer.

Die Internationale Jugendbibliothek

Die Internationale Jugendbibliothek wurde 1948 von Jella Lepman gegründet. Sie ist eine in der Welt einzigartige Spezialbibliothek der internationalen Kinder- und Jugendliteratur. 1988 umfassten ihre Bestände 480 000 Bände in 120 Sprachen.

In der *Studienbibliothek* stehen Benutzern (Wissenschaftler, Bibliothekare, Pädagogen, Verleger, Studenten u.a.) rund 15 000 Titel der internationalen Fachliteratur sowie rund 300 laufend ausgewertete Fachzeitschriften zur Verfügung. Ihnen wird hier jedes der im *Magazin* befindlichen Kinder- und Jugendbücher auf Wunsch sofort vorgelegt. Folgende *Kataloge* werden geführt: Autoren-, Illustratoren-, Titel-, Systematischer-, Chronologischer Katalog der historischen Bestände von 1574-1950 sowie Länderkataloge. Ein Schlagwortkatalog zur gesamten Fachliteratur wird ebenso gehalten.

In der *Ausleihe für Kinder und Jugendliche* können Bücher in 12 Sprachen jeweils für 4 Wochen kostenlos entliehen werden. Zu den *Aktivitäten für Kinder und Jugendliche* gehören Autorenlesungen, regelmässige Buchdiskussionen, ein Malstudio, Sprachkurse für kleinere Kinder sowie Kinder- und Jugendtheater, Filmnachmittage, Puppenspiel u.a.

In den *Lektoraten* der Bibliothek werden die eingehenden Schenkungen der Kinder- und Jugendbuchverlage aus aller Welt gesichtet und für Ausstellungen, Messen und Veröffentlichungen vorbereitet.

Jedes Jahr werden mehrere *Ausstellungen* gezeigt und verschiedene *Veröffentlichungen* herausgegeben. Die Bibliothek veranstaltet *Konferenzen, Seminare und Einzelvorträge* zur internationalen Kinder- und Jugendliteratur.

Im Rahmen ihres *Stipendiatenprogramms* bietet die Internationale Jugendbibliothek jährlich 12 Fachleuten der Kinder- und Jugendliteratur aus dem Ausland jeweils einen 3-monatigen Arbeits- und Studienaufenthalt.

Der theoretische Hintergrund für multikulturelle Aktivitäten in unserer Bibliothek

"Multikulturell"

Wenn es sich eine Bibliothek zur Aufgabe macht, "multikulturell" zu arbeiten, so muss in jedem Fall zuerst einmal klar festgelegt werden, was überhaupt darunter verstanden werden soll. Sicherlich kann noch nicht die Rede von multikulturellen Angeboten sein, wenn eine Bibliothek Übersetzungen oder fremdsprachige Bestände für ihre Benutzer bereithält.

Bevor man sich mit dem Terminus "multikulturell" beschäftigt, muss er definiert sein - und wenn eine Bibliothek "multikulturelle Angebote" macht, so gehört dazu eine Konzeption. Was also kann unter "multikulturell" verstanden werden und wie ist dies in die Bibliotheksarbeit - speziell für Kinder und Jugendliche einzuordnen ?

Geographisch betrachtet gehe ich in meinen Überlegungen von der Bundesrepublik Deutschland und von Europa aus, um mich zu orientieren : in Frankreich z.B. leben mehr Algerier als anderswo, in Grossbritannien verhältnismässig viele Inder, in den Niederlanden sehr viele Menschen aus südostasiatischen Ländern, in der Bundesrepublik Deutschland leben ca. 1,5 Millionen Türken als grösste Ausländergruppe... in Irland, Griechenland und Portugal leben vergleichsweise weniger Menschen aus anderen Kulturbereichen... in nicht geringer Anzahl verteilt über ganz Europa leben Südamerikaner, Afrikaner und Menschen aus der Arabischen Welt. In jedem europäischen Land gibt es Besonderheiten, in jedem Land sieht es anders aus, in jedem Land wird eine... werden mehrere Sprachen gesprochen. Überall leben Erwachsene mit ihren Kindern, mit Jugendlichen, überall leben Studenten aus aller Welt... überall auch stellt sich die Problematik mit Flüchtlingen und mit Asylanten aus verschiedensten Kulturen für unsere Gesellschaften.

Trotz aller landeseigenen Spezifika kann Europa einheitlich gesehen als "multikultureller Kontinent" bezeichnet werden. Hier begegnen sich die einen, da stossen die anderen Kulturen aufeinander. Auch die Religionen spielen dabei eine Rolle. Ebenso Tradition und Fortschritt in den Herkunftsländern. Mit dem von Jürgen Micksch geprägten Slogan "Kulturelle Vielfalt statt nationale Einfalt" lässt sich die Situation zusammenfassend charakterisieren. Wir befinden uns also in einer multikulturellen Gesellschaft, sind mehr oder weniger von ihr umgeben und betroffen. Was jedoch dabei immer noch fehlt, ist ein tatsächliches Bewusstsein im positiven Sinn von seiten weiter Bevölkerungsschichten. Im Sinne einer zu diskutierenden Definition und bezogen auf Bibliotheksarbeit für Kinder und Jugendliche in einer multikulturellen Gesellschaft könnte "multikulturell" heissen "KULTUR VON ALLEN FÜR ALLE" oder ähnlich "Aufnehmen und Verarbeiten verschiedener Kulturen an fremden Orten", wobei keine Verschmelzung gemeint ist. In allen multikulturellen Bevölkerungen ist davon auszugehen, dass sich kulturelles Miteinander und Kulturaustausch in der Fremde nur unter gewissen Verlusten vollziehen kann. Das wiederum führt leicht zu Isolation und Abspaltung. Gerade auch aus dieser Gefahr heraus müssen sich Bibliotheken als Institutionen für alle der multikulturellen Arbeit besonders verpflichtet fühlen.

Konzeption

Die Kinder- und Jugendbibliothek, die multikulturelle Aktivitäten anbieten möchte, muss ihr Publikum und dessen Interessen genau kennen. Das heisst konkret, dass man wissen muss, welche ausländischen Kinder und Jugendlichen im Stadtteil oder in der Gemeinde leben, welche "fremdkulturellen" Aktivitäten erwünscht oder sogar benötigt werden, welche "interkulturellen Beziehungen" vorhanden sind und wo bereits etablierte Kontakte bestehen. In diesem Umfeld kann die Bibliothek als integrierender Faktor wirken.

Dies muss regelmässig und langfristig geschehen. Die Planungen und Realisierungen erstrecken sich über Jahre. Die einzelnen Bibliothekare benötigen dazu viele Kontakte und Hilfe. Sie müssen ein Netz von Beziehungen spinnen und sich selbst darin mit ihrer Institution und mit ihren Kollegen nach aussen hin darstellen und bewegen. Die Bibliothek — die Kinder- und Jugendbibliothek — wird so zu einem angesehenen Mittelpunkt, sie wird zur Anlaufstelle... und sie strahlt etwas aus... Kinder und Jugendliche unterschiedlichster kultureller Herkunft fühlen sich angezogen, sind an den Angeboten und Aktivitäten interessiert und erwarten diese dann auch ständig.

Angebote in der Internationalen Jugendbibliothek

Anhand einiger Beispiele möchte ich hier die Arbeit mit Kindern und Jugendlichen in der Internationalen Jugendbibliothek vorstellen. Die Lichtbilder werden dazu weitere Informationen vermitteln.

Um deutschsprachigen Kindern und Jugendlichen über die Kinder- und Jugendliteratur Anregungen und Informationen aus ihnen noch unbekannten Kulturbereichen anzubieten, veranstalten wir regelmässig *Buchdiskussionen* für mehrere feste Gruppen. Sie treffen sich alle 2 Wochen mit einem Bibliothekar und diskutieren ein von allen gelesenes Buch. Von 79 Büchern waren im letzten Jahr 31 Übersetzungen aus verschiedensten Sprachen und Ländern. Diese Bücher werden jeweils sehr eingehend besprochen. Wenn vorhanden werden *Filme* zu den Büchern gezeigt und manchmal werden auch die Autoren dazu eingeladen. Nach den Diskussionen werden von den Kindern und Jugendlichen auch *Kritiken* geschrieben und veröffentlicht. Da liest man dann z.B. über das Buch der Engländerin Rachel Anderson : "Nennen wir ihn doch einfach

Roberf (englischer Originaltitel: The war orphan, 1984). In diesem literarisch anspruchsvollen Roman schneidet die Schriftstellerin ein Thema an, das noch in relativ wenigen Jugendbüchern aufgegriffen wurde — den Vietnamkrieg. Aus der Sicht eines vietnamesischen Jungen werden die Schicksale der Menschen und die grausamen Folgen dieses Krieges eindrucksvoll geschildert. Parallel dazu befasst sich das Buch auch mit den Problemen einer englischen Familie, die das durch den Krieg schwer geschockte Waisenkind adoptieren mochte... oder über das Buch des deutschen Autors Hans-Martin Grosse-Oetringhaus "Das Geheimnis der roten Maschine", 1988. Stefans Vater ist Chef einer deutschen Firma, die die Arbeiter des Tochterunternehmens in Tansania betrügt, in dem sie "Schrottmaschinen" nach Ostafrika schickt. Während eines Ferienaufenthalts in Tansania kommt Stefan der Sache auf den Grund und will sie aufdecken. In diesem interessanten Buch erfahrt man einiges über die Lebensumstände in Afrika und die Ausbeutung der einheimischen Arbeiter durch westliche Firmen...

Bevor wir im September 1988 in der Ausleihe für Kinder und Jugendliche die Austellung "Leben in Afrika — Kinderbücher aus Afrika" zeigten, haben die Teilnehmer der Buchdiskussionsgruppen sogar ein kleines "Afrika-Literatur-Seminar" veranstaltet. Sie haben viele deutsche und übersetzte Kinder- und Jugendbücher zum Thema gelesen, haben sich allgemein über das Leben in afrikanischen Ländern informiert und haben schliesslich eine eigene annotierte Liste mit empfehlenswerten Titeln herausgegeben. Die Teilnehmer verschiedener Nationalitäten unseres *Malstudios* bekamen gleichzeitig von der Leiterin der Kurse Märchen und Geschichten aus und über Afrika vorgelesen, so dass sie wunderbare Bilder malten. Diese wurden dann für die Ausstellung als Dekorationen verwendet. Schliesslich veranstalteten wir während der sehr erfolgreichen Ausstellung einen *mehrsprachigen Nachmittag* mit einem Theaterkunstler aus Ghana. Die Kinderbibliothek wurde auf unkomplizierte Weise für ein paar Stunden in ein afrikanisches Dorf verwandelt.

Während der letzten Jahre gestalteten einige unserer Stipendiaten Nachmittage mit Erzählen, Vorlesen, Singen und Reden für ausländische und für deutsche Kinder und Jugendliche. So gab es — oft auch improvisiert — Veranstaltungen aus Algerien, aus der Turkei, aus Brasilien, aus dem Iran und Malaysia. Im Juni 1989 hatten wir mit Karleen Bradford einen "Kanadischen Nachmittag". Zuerst wurde ein kurzer Film über das Land gezeigt, danach las die Autorin aus ihren Büchern vor und zum Schluss wurde viel gefragt und geredet... auf englisch und auf deutsch... mit und ohne Übersetzungshilfen.

Seit 40 Jahren zeigen wir jedes Jahr unsere grosse Internationale Kinder- und Jugendbuchausstellung mit rund 3000 Büchern aus über 40 Ländern. Dazu erscheint ein Katalog mit Annotationen, die von unseren Lektoren erarbeitet werden. Allein diese grosse Schau mit ihrem umfangreichen Katalog kann als multikulturelle Aktivität bezeichnet werden. Dabei sind in erster Linie die Erwachsenen als Vermittler im interkulturellen Bereich angesprochen: Lehrer, Bibliothekare, Buchhandler, Verle¸er, Eltern... Es gäbe noch vieles mehr zu berichten: über unseren Chor, der jede Woche Lieder in vielen Sprachen singt, über unsere Sprachkurse, über unser multinationales Malstudio und über unsere Klassen- und Kindergartenführungen in vielen Sprachen.

Zum Schluss erscheint es mir wichtig, noch einmal zu erwähnen, dass unsere Abteilung für Kinder und Jugendliche Bücher in 12 Sprachen (deutsch, englisch, französisch, italienisch, spanisch, portugiesisch, griechisch, niederländisch, schwedisch, finnisch, russisch und nicht zuletzt japanisch) zum Entleihen bereithält. Das ist die Grundlage unserer Arbeit und sie geschieht in guter Zusammenarbeit mit den Zweigstellen der Städtischen Bibliotheken München, die ihren Benutzern andere Fremdsprachen und andere Veranstaltungen anbieten.

Oberstes Gebot unseres Hauses sind offene Türen, eine freundliche Atmosphäre und Verständnis für Kinder und Jugendliche aus aller Welt.

Literatur :

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47-MCULTP-1-E

Multicultural Literature and Library Services for Children : A Continuing Challenge for the New Century

Carla D. HAYDEN, *Assistant Professor, School of Library and Information Science, University of Pittsburgh, USA.*

ABSTRACT

Research studies indicate that exposure to literature and illustrations can have an influence not only on the development of the child's self-image but the perception of others as well. This is particularly true for children who are members of ethnic and racial groups that are not in the majority or have been subjugated in the past. Educators now appreciate the need to have materials with culturally relevant content to stimulate and sustain interest in the reading process. Great strides have been made in the production of multicultural literature for children ; there are textbook chapters and informational books about almost every extant ethnic and racial group. Yet, there is more to be done. The literature for children regarding various ethnic groups, despite a general increase in the numbers published in many countries, is still plaqued with stereotypical, condescending and negative images.

There is currently a resurgence of interest in library service to ethnic and cultural groups, which had high points in the ethnic programs in the 1930's and the outreach services of the 1960's and 70's. Throughout the history of service to these groups, children have emerged as clients with specialized needs due to their dual status of being in the formative stages of life as well as members of a group with larger societal concerns. The special needs of children in general as clients deserve added attention when serving ethnic communities. Most children will need exposure to technology, particularly electronic media. It should be noted that computer software, similar to other materials, is not entirely culture free, and in some cases is culturally biased. Interlibrary loans polices and user fees may have to be reevaluated, as well as signage and circulation procedures. Personal interaction with the children, for instance during the reference interview, may likewise require further appraisal. There is an increased recognition of the differences in cognitive learning styles which have been shown to be culturally influenced. Yet, one must also consider the child as an individual and judge each situation accordingly.

The ethnic, cultural, and racial diversity of the populations in numerous nations has been recognized and even celebrated in the past two decades. As we approach a new century, a reassessment of the status of institutional services provided to those segments of the populations is taking place. At the same time, the need for information service has risen dramatically for all peoples, regardless of cultural background, age, or economic condition. Children, who are a traditionally underserved element in any population, face an increasingly complex electronic information environment with a large number of materials and technologies to manipulate. Literature about various ethnic groups for children has also increased. However the need is just as great as it was in the 1940's, when Charlemae Rollins, a black librarian from Illinois, called for more materials that give a child an accurate portrait of himself, help build bridges of understanding and prepare him for the world at large.

The impressions and images in literature for children have the potential for effecting the child's immediate and future perspective on the human condition. Research studies indicate that exposure to literature and illustrations can have an influence not only on the development of the child's self-image but the perception of others as well. What literature can do for all ages is to make statistics human. The literary perspective can touch an abstraction and make it personal.

The studies regarding the development of positive self concepts have reinforced what we intuitively sensed about children — they need to feel good about themselves in order to adequately face life's challenges. This is particularly true for children who are members of ethnic and racial groups that are not in the majority or have been subjugated in the past. These children could be first generation immigrants of workers in a foreign country, part of a large or small language group within a nation, members of a divergent religious group, or a racial group that is in the minority in one country or in a country

where their group had been colonized. Most discussions of multicultural matters make distinctions between 1) ethnic groups, which have been defined as social groups distinguished by various traits, including language, national or geographic origin, customs or religion, and 2) racial groups, which are identified as having meaningful biological characteristics.

Recent criticism and evaluation of children's literature has been strongly influenced by the psychological and sociological approaches, especially regarding literature about ethnic and racial groups. One of the most invigorating elements of the criticism continues to be the concern about authorship can a nongroup member accurately and sensitively portray the feelings, concerns, and culture of another group. More importantly, consideration needs to be directed toward the support and encouragement of writers from ethnic cultures. Some groups may not have a strong tradition of written language, or few writers in the principal languages of publication. There are many countries that do not have the internal publishing structure necessary to support extracurricular reading materials for children which could be distributed to other nations. Most of the publishing efforts in these countries is often directed at providing materials primarily for internal instruction.

The issue of authorship of multicultural materials for children has been debated and raised in numerous articles and books, and will undoubtedly be a subject of discussion in years to come. Yet as we consider the issue, recognition must be given to the fact that literature for children has historically been a socializing agent. It is never produced in a political or social vacuum. Children's literature has, since its first appearances, been a major vehicle used in societies to transmit proper behavior, values, and more recently, helpful concepts for solving problems. Although the stated purposes are to enhance either the child's education or entertainment, the underlying goal, whether unconscious or intentional, is to give children signposts to life. Students and scholars of history, popular culture, and education examine children's literature as an indicator of prevailing social mores and national directions. For good or bad, children's literature provides the child with clues, information, and subtle persuasive indicators about settings, experiences, and people they have not yet encountered. It also gives them information about how they are viewed by others.

Educators now appreciate the need to have materials with culturally relevant content to stimulate and sustain interest in the reading process. Great strides have been made in the production of multicultural literature for children; there are textbook chapters and informational books about almost every extant ethnic and racial group. Yet, there is more to be done. The literature for children regarding various ethnic groups, despite a general increase in the numbers published in many countries, is still plagued with stereotypical, condescending and negative images. The paper presented to this group last year on Aboriginal literature for children made reference to the numerous books with inaccurate and potentially damaging images. As more cultures and groups are being exposed to each other by media, the concern for what is presented to children can not be ignored or forgotten.

Libraries have played a significant role in providing materials for and about ethnic groups. The library, as a cultural and educational institution, has undergone changes in the past few decades, especially in the amount and kinds of services provided for various cultures. The services have ranged from the provision of materials to enhance entrance to the dominant society to full scale programming that glorifies the ethnicity of a particular group[1]. Other services include programs and special services to supplement the learning of dominant languages, aid with employment seeking, and general information and referral service. There is a currently a resurgence of interest in library service to ethnic and cultural groups, which had high points in the ethnic programs in the 1930's and the outreach services of the 1960's and 70's. Throughout the history of service to these groups, children have emerged as clients with specialized needs due to their dual status of being in the formative stages of life as well as members of a group with larger societal concerns. As Marie Zielinska pointed out in her examination of services to migrant groups and the stress they encounter:

> If this period of adjustment is so difficult for the adult it is even more emotionally strenuous for the child. The child is expected to adjust almost instantaneously both to the pattern of the local social and cultural habits and demands of a new school system. The main obstacles an immigrant child must cope with on entering school are language deficiency, unfamiliar school standards and lack of social acceptance. Language problems can be overcome by provision of bilingual education, special language classes or even additional help on the part of teachers. But the lack of social acceptability can be overcome only by understanding on the part of the adult community and by the implantation among the children of respect for all people and a positive interest in differing cultures[2].

Libraries have responded to the needs of ethnic children through a variety of programs and services, such as festivals, folklore parades, and language classes. Special collections and reading lists are commonly used to assist in the selection of materials that have special appeal and relevance to the children. However, librarians with a desire to provide those materials may encounter many difficulties in their efforts. The number and kinds of materials available regarding various groups, though significantly greater that in the past, remains low. There are additional problems in the distribution process. Materials regarding ethnic groups are sometimes published by small companies or countries that are not connected to large library vending firms. The costs of special ordering and postage can become prohibitive for libraries with restricted budgets. Publishers of ethnic materials may have difficulty sending enough examination copies of items for review in the library journals, and so bibliographic access is further restricted. There is a real danger of missing relevant items due to their low print runs and rapid out of print status. When materials can be identified, librarians may be reluctant to purchase them because of poor binding and production quality, which inhibits their circulation potential.

The cataloging and processing of the materials can also be problematic. Sanford Berman notes the cultural bias inherent in the major classification systems, while acknowledging the special effort it would require for individual libraries to make suitable adaptations[3]. The question of classification of children's literature in general, coupled with that of ethnic materials, can make access for young people in ethnic groups a complicated procedure. These factors continue to be lamented in the literature regarding services to ethnic and cultural groups. However, there are instances of service and programming, such as the development of centralized ethnic collections, which take into account the changing demographics of communities and relive the individual libraries from substantial outlays of funds with each change in population.

There are other factors relative to the provision of library service to children of various cultures that appear frequently in the library literature and will continue to be of concern in the next few decades. The concept of free and open public library services may not have been the case in the countries of origin, or library service to the group in the current country may have been negligible in the past. This presents the added responsibility of reaching parents (who may be even less proficient in language or exposed to the library as a facility than the children) to assure them about their children's use of library and its materials[4].

Publicizing the library's services is crucial. Cooperation with other community organizations that serve the groups, such as ethnic newspapers and recreational centers, can give libraries vital links to the intended audience. In many cases the most effective method of publicizing, and sure way of reaching the greatest number of children, is through the local school systems.

Library buildings and facilities may seem formidable to children and adults, especially those unaccustomed to massive public buildings. Librarians and staff members should be sensitive to the differences in approach, traditions, and particular needs of various groups. Some libraries make special efforts to include decorative touches from the cultures and allow children to draw and contribute to the decor.

The training of librarians and staff members is another imperative. Library school courses and continuing education which focus on work with ethnic groups should be required facets of library and information service. In addition, the recruitment of ethnic librarians should be given special attention. Children need role models and should be shown that members of their own group can be librarians and providers of information.

A part of any librarian's education can also include managerial expertise to allow them to work within an organizational structure to make special services part of the institution's goals and objectives — not just short term or one time programs. Librarians can obtain managerial and organizational commit-

ment of funds and staffing for services to ethnic children through a realistic assessment of how these special services will impact larger institutional framework. Community analysis and demographics studies will give statistics on changing population patterns and needs.

Finally, the special needs of children in general as clients deserve added attention when serving ethnic communities. Most children will need exposure to technology, particularly electronic media. It should be noted that computer software, similar to other materials, is not entirely culture free, and in some cases is culturally biased. Interlibrary loans polices and user fees may have to be reevaluated, as well as signage and circulation procedures. Personal interaction with the children, for instance during the reference interview, may likewise require further appraisal. There is an increased recognition of the differences in cognitive learning styles which have been shown to be culturally influenced. Yet, one must also consider the child as an individual and judge each situation accordingly. This element of service has greater implications. Recognition must be given to the fact that while service to a group is important, we must not lose sight of the differences among the individuals within it. Every member of an ethnic or racial group may share certain characteristics but they each have distinct and unique qualities.

The International Youth Library in Munich was founded after World War II by Jella Lepman to provide for the study and translation of children's books from all countries and languages. She firmly believed that if the children of the world could be brought together through literature, misunderstandings between peoples could be eliminated. In our time, children literature, which has always included possibilities, can still be a significant force. The services of the library can be utilized to propel that strength into meaningful action.

Librarians, and others concerned with the education and enrichment of children, must be active in the pursuit of multicultural literature and services. They should become culturally alert and ethnically aware. The present review is only another voice added to the continued cry for more attention and concern for this aspect of service to all children. Let us hope that the issue will continue to be discussed and reviewed in future sessions.

NOTES[5]

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2. Marie F. Zielinska, "Multiculturalism and library services to ethnic communities", *Unesco Library Bulletin*, v. 32, n. 1, (January-February 1978), p. 16.
3. Sanford Berman, "Stop Playing Hide-and-go-seek with Ethnic Materials !" *Wilson Library Bulletin*, v. 52, v. 9, (May 1978).
4. Barbara Rollock, "Services to Ethnic and Racial Minority Groups", *Allerton Park Institute, Children's Services in Public Libraries*, 1977. Leonard Wertheimer, "Serving Children in Multilingual Communities", *Canadian Library Journal*, v. 36, n. 1/2, (April 1979).
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49-MCULTP-3-E

Ethnic Bibliographic Instruction : Yesterday, Today and Tomorrow

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ABSTRACT

It is assumed that no bibliographic instruction is provided for the ethnic materials. As a result, students, scholars, researchers, and educators face certain library problems in the U.S., U.K. and other countries. Furthermore, some of the libraries of these countries have their own methods of cataloguing and classifying ethnic materials, and students and scholars visiting other countries may not be aware of these different methods. If bibliographic instruction is provided, this researcher believes that it will save the time, energy, and frustration of international students, scholars, and educators. The major purpose is to outline bibliographic instruction programs for ethnic materials. In conclusion, this investigator emphasizes the importance of ethnic bibliographic instruction in libraries and education for ethnic bibliography and librarianship.

INTRODUCTION

In order to make the efficient use of ethnic collections in libraries and learning resources, ethnic bibliographic instruction should be provided by the ethnic bibliographic instruction specialists. Bibliographic instruction programs in various languages of the world are necessary because of the changing nature of technological services in libraries and information centers. This is the age of increasing specialization and interdisciplinary approaches exist in the curriculum of colleges and universities. *Bibliographic instruction* is defined as,

> "An information service to a group, which is designed to teach library user how to locate information efficiently. The essential goals of this process are an understanding of the library's system of organization and the ability to use selected reference (including ethnic) materials. In addition, instruction may cover the structure of the literature and the general and specific research methodology appropriate for a discipline."[1]

The development of bibliographic instruction dates back to over fifty years. The bibliography relating to it exists.[2]

Librarians have always been concerned about using their libraries effectively because of some factors involved. They are : 1) students at every level need library and learning resources assistance in order to find the information they are seeking through the vast majority of resources available in the library, 2) the development of some trends in higher education (e.g., distance learning, seminars, the spirit of scientific inquiry, the idea of lifelong learning) has made the ability to use the library and its resources independently more important, and 3) the development and impact of technology in libraries (e.g., CD-ROM system, Online Cataloguing, Desktop publishing, Xerox Fax machines) has made the libraries more complex and sophisticated. As a result, the literature of librarianship reveals several books and periodical articles on general bibliographic instruction for different types of libraries. The examination of advertisements for academic library positions, particularly in the U.S., in library science journals also reveals jobs in bibliographic instruction with faculty status. Writing as an Acting Dean of Chicago State University Library and Learning Resources, this writer was informed that there was a bibliographic instruction librarian with a rank of assistant professor in this library two years ago, at present that function has been carried out by the reference librarian. Examination of the catalogs (i.e., prospectuses, syllabi) of North American library schools also reveals general courses (i.e., papers) on bibliographic instruction. For example, Syracuse University offers a course, entitled "Bibliographic Instruction". The course description is as follows :

> "This course is designed to provide students of library science with an introduction to the history, theory, current trends and activities of bibliographic instruction as practiced in academic, public, and school libraries, and to help them improve their teaching skills. Emphasis will be given to the techniques of building and carrying out a B.I. (Bibliographic Instruction) program."[3]

During his professorship in the Department of Library Science and Communications Media of Chicago State University in the mid 1980's, this writer taught a semester-long course, entitled "Introduction to the Academic Library." This is an introductory credit course, available for undergraduate students in all fields. It explains the organization and services of an academic library and learning resources and how to use the library effectively. In Canada, Professor Elizabeth Frick at Dalhousie University School of Library and Information Studies, offers a course, entitled "Bibliographic Instruction." The syllabus description of this course is as follows :

> "This course seeks to prepare graduates for the theoretical and practical aspects of educating users in library research skills. It will familiarize the student with the why, the when, the how of user education. It will examine the role of instruction in relating literature structure to literature access and furthering user skills. In summary, the course will bring together for the students, considerations in designing, implementing and evaluating instructional programs."[4]

The Association of College and Research Libraries (ACRL) of American Library Association has a section on Bibliographic Instruction. It's committee for Education for Bibliographic Instruction has presented panels, such as "Bibliographic Instruction, a case in Point," at the annual conferences of the Association of Library and Information Science Education. The two panel members in the 1989 annual conference discussed findings of their research on Bibliographic Instruction for a School Library Media Certification Programs and integrating in into the Master of Library Science course (i.e., paper). This research on "Strategies for teaching the Information Search Process" was funded by the United States Department of Education Grant. Other panel members' topics included proficiencies in Bibliographic Instruction, the semester-long Bibliographic Instruction course, a two-week intensive Bibliographic Instruction course, and integrating Bibliographic Instruction course into library school courses (i.e., papers).

Through the foregoing examples provided in this paper, it is evident that library schools in North America have recognized the need for research and education for bibliographic instruction.

NEED AND JUSTIFICATION OF GENERAL AND ETHNIC BIBLIOGRAPHIC INSTRUCTION (AS REVEALED IN THE LITERATURE)

The literature of librarianship reveals that "very little has been written or published by academic libraries about providing instructional programs to ethnic minority group students on how effectively, to use the library."[5] Sally Wayman, Senior Assistant Reference Librarian at the Pennsylvania State University on the library need of foreign students commented:

> "Foreign students are bringing to academic libraries language problems, unique behaviors, and unusual expectations of what libraries can do. Because librarians are not trained to deal with students of varying cultures, they are encountering difficulties orienting students to use the library effectively..."[6]

It is predicted that by 1990 "One Million Foreign Students at U.S. Colleges Seem Likely..."[7] Writing about the problems of foreign students, Martha Maxwell, then Acting-Director of the University of California-Berkeley Student-Learning Center, stated:

> "The problem is compounded for the foreign students who must adapt to different values, customs, and language... the foreign student finds that professors' expectations, teaching strategies, reading assignments, and examinations differ from those of teachers in his home country."[8]

Another author, Mary G. Lewis, a university reference librarian on the difficulties of Asian students, commented:

> "... Unfamiliarity with American ways in general and of American methods in particular constitute the large overshadowing problem for the Asian student, of which library orientation is only a segment."[9]

And she also added:

> "Most Asian student problems parallel those of American students, but some are accentuated. Ramifications of thorough use of the card catalog are troublesome, especially under subject headings. Different classification systems in the United States, notably the Library of Congress, are often confusing to the newcomer. One reference librarian reported many graduate students expect everything on a country to be under the country name in the catalog — e.g., art and education in Thailand to be under "Thailand."[10]

A.R. Hagey's study[11] was quoted by Dulce McLean to illustrate Hagey's point of view on the need for library orientation to international students:

> "A study of 265 i.s. (international students) from 17 American institutions of higher education investigated whether programs and services available to these students met their needs. Among the areas of inquiry were orientation programs including that to the library."[12]

Not only international students and national students face certain difficulties in locating information in libraries and learning resources but faculty members also face similiar problems in the opinion of one author:

> "In a seminar at Teachers College in New York City I got to know a woman who had taught nursing for several years and who had forward-looking views on the responsibilities for tomorrow's nurses. A very intelligent woman, who took her teaching duties seriously enough to pursue a doctorate, she had never even heard of the *Index Medicus*, one of the major in-print access keys to current information in the medical field, until I mentioned it in discussion. And there was the very library-oriented English Professor who, after hearing a lecture on the card catalog to English freshmen, confessed rather sheepishly, "I'm ashamed to admit that I didn't know a lot of that."[13]

The foregoing comments and examples suggest the need for bibliographic instruction and, if provided, it will improve the current awareness of library resources and services in patrons, and as a result some students may improve their grades. To quote, "Knowledge is of two kinds: You know the subject or you know how to find out about that subject." If we know how to find out about our subject through primary and secondary library resources, the process of researching can be enjoyable, and the results of research can be very productive. The bibliographic instruction makes the researcher more competent in using library resources. And, it should be provided at all levels of education and research.

Commenting on a public library's problem of bibliographic access to ethnic collections, Hans H. Wellisch, then Associate Professor at College of Library and Information Services of University of Maryland, stated:

> "A Public Library that serves an ethnic minority by providing a collection of books and other materials in minority's language (and often also in a script other than Roman) is faced with dual problem of how to catalog these materials and how to assure adequate bibliographic access to the collections..."[14]

This is the age of mobility among students, educators and scholars world-wide. American, British, and other European students and scholars for example studying, teaching and researching in South Asian countries may face the problems of using the libraries of those countries, or in their own countries for ethnic collections because of differences in cataloguing and classification systems as well as different philosophies and problems of library service. How can national, international students, scholars, and others be helped with their South Asian library problems? This researcher believes that bibliographic instruction can help them. He also believes that if South Asian bibliographic instruction is provided, it will save the time and energy as well as frustration of students, scholars and librarians. They will become better researchers as a result of South Asian bibliographic instruction. Librarianship needs — realistic, goal oriented bibliographic instruction for the betterment of library service.

METHODS OF BIBLIOGRAPHIC INSTRUCTION: GENERAL AND SPECIFIC ON ETHNIC RESOURCES

This writer stated in the first paragraph of the introduction in this paper that bibliographic instruction programs in various languages of the world are necessary. Because of my background and experience in three countries relating to South Asian ethnic minority groups, and because of the page limitation of this paper, I have chosen ethnic bibliographic instruction for South Asian resources. However, this researcher believes that other ethnic studies bibliographers or reference librarians can choose ethnic bibliographic instruction for other ethnic resources, such as South East Asia, the Far East, the Near and Middle East, Latin American (Hispanic), other ethnic groups. There are approximately 106 ethnic groups.

There are various methods for bibliographic instruction; they include lecture/discussion, tours, audiovisual, programmed instruction, on-line, and the semesterlong course (i.e., paper). Because of the lack of published library literature on ethnic bibliographic instruction, "Any existing structure for library instruction can be expanded to educate the library user of ethnic materials..."[15]. This researcher suggests the following outline of two lectures on South Asian bibliographic instruction to students or other patrons of South Asian studies. It will be assumed that the students or other readers have had no previous South Asian bibliographic instruction.

First Lecture

Assuming that the librarian is working in a South Asian collection library, he should introduce his library by saying that this specialized library provides South Asian books, serial titles, pamphlets and other material in South Asian and other foreign languages from India, Pakistan, Bangladesh, Sri Lanka, and Nepal. In addition, this library acquires materials from American, European and other relevant publishers world-wide, both current and retrospective.

• The South Asian Reference/Reading Room

The librarian should state its functions, for example, information and study, examination of materials on the premises. He should define reference material with examples. He must tell his students and other patrons to leave reference works on the tables. If they put those reference works on the shelves, they might put them on the wrong shelves, and they might be difficult to find them again for consultation. Furthermore, international students have been used to different classification schemes. The Library of Congress classification scheme has been used in American libraries whereas British South Asian collection libraries, such as University of London School of Oriental and African Studies Library, British Museum (now British Library), use their own special classification schemes. Most libraries in South Asian countries use the Dewey Decimal Classification scheme. This researcher observed misplaced books by students during his reference experience in the 1960s at SOAS library in London. If they are misplaced, and if other scholars want the same item(s), and if the items are not found at the right place, then it is assumed that they are missing forever, and those scholars' research may suffer or they may have to wait or go to another library. The librarian should tell about national and international interlibrary loan service. This service plays an important role because those students who are studying for their Masters' and Ph. D degrees on South Asian subjects may have to rely on books or theses from South Asian countries, and those books or theses may take 2 to 3 months' time to receive at the library. If the South Asian librarian in his lecture talks about this delay problem, then students or other scholars may look ahead and request those desired works on inter-library loan in advance. If not, and due to lack of required research, they may have to wait for their degrees.

• Catalogs

Catalogs are the keys to library collections, and South Asian bibliographers in the U.K., the U.S. and the South Asian countries, because of their different methods of classifying their works, have adopted a variety of procedures for their catalogs and bibliographies. These procedures are confusing to international students, scholars and educators. In a survey conducted by Lewis at the University of Hawaii, of students' difficulties from twenty Asian countries on the use of the library, fifteen difficulties were reported. Some among them include: "Book not in place on shelf," "Reference books hard to use," "Changing classification from Dewey to LC," "Difficulty (in) using the card catalog," "Open shelves unfamiliar," "Trouble using machines."[16]

Catalog entries of Indian names with multiple spellings in two forms — Indian and Anglicized should be included in bibliographic instruction. Those names with multiple spellings could be confusing to international or national students and other researchers of South Asian studies. For example,

Datta Dutt
Raya Ray, Roy
Rava Rau, Rao, Row
Basu/Vasu Bosu, Bose
Bandyopadhyaya Banerjee, Benerji, Bonnerjee, Bonerji
Chattopadhyaya Chatterji, Chatterjee
Mukhopadhyaya Mukherjee, Mukherji, Mookerji
Ghosha Ghosh, Ghose
Thakura Thakur, Thakore, Tagore[17]

Other problems for consideration are multiple spellings of transliteration of Indic names in the catalogs of national and international libraries (e.g., Sarma — Sharma), Indic compound names as one name or as two names (e.g., Ravindranath and Rabindra Nath), Indic pseudonyms in card catalogs (e.g., Guru Kumar), Urdu or Muhammadan names (e.g., Muhammad Hadi Ruswa), periodical publications, Festschrifts, conference papers, and publications of governments and other bodies.

The problem of subject catalogs should be included in the lecture because of the following reasons:

> "Readers of foreign languages encounter difficulties much more severe than those relating to names and titles when seeking material on a particular subject, since subject catalogs or most libraries are available only in the dominant language. Moreover, a number of research projects during the past fifteen years have shown that even native speakers of English experience considerable difficulties with traditional subject headings. It is therefore naive to expect foreigners or members of an ethnic minority to be able to understand and use such subject access systems with a fair chance of success."[18]

• Assignments

Lectures on bibliographic instruction are much more effective if accompanied by practical work and the time at the end of each lecture should be reserved for the purpose of practical work.

Questions should be prepared in advance for each participant. The participant should be required to find the call numbers of books, periodicals, pamphlets, to locate material on the shelves, to list items on a particular South Asian subject and to find information in library materials, using the card catalog and other published catalogs on South Asia.

Second Lecture

It should include such points as how to use specialized books, series title, e.g., *Sacred Books of the East*, and some types of reference material of particular interest, for example, to students of Hindu and Muhammadan laws. The parts of a book and their purpose, preface, table of contents, illustrations, introduction, bibliographies, and cross-references in the index.

• South Asian Bibliographies

Provide definitions; scope, current or retrospective; arrangement; give example of entries from National bibliographies, for example, the Indian and Pakistani national bibliographies "contain entries for materials in a number of languages — fifteen for India and twelve for Pakistan. Entries for all titles are given in Roman transliteration, and they are classified by subject according to the Dewey Decimal System."[19]

Some of the examples to be included in the lecture are subject and specialized bibliographies. They are:

Bibliography of Indology, Government and Politics in India and Pakistan, 1885-1955; *A Bibliography of Works in Western Languages, South Asian History, 1750-1950*; *A Guide to Periodicals, Dissertations and Newspapers*, *Index Islamicus*.

• South Asian Dictionaries and Encyclopaedias

Include English, South Asian and other foreign language. Authority, scope, treatment, arrangement, special features.

• South Asian Maps, Atlases, Gazetteers; microforms; newspapers and problems in consulting them should be described in the lecture.

• South Asian Studies Periodicals

Their value for current and retrospective contributions to South Asian subjects. Sets of periodicals maintained in the library. Description of any library cooperation between different types of libraries. Guides to periodical literature, lists of serials-including union lists of periodicals available, indexes, abstracts, and abstracting services.

The lecture should be held in the library and relevant South Asian material should be available for the students to examine.

Practical work or assignments will involve the use of this material by students to answer a serie of set questions relating to South Asian topics, that are prepared in advance.

• Advantages

This writer believes that three or more hours of bibliographic instruction will make a big difference in the students' ability to work on their own. They will be better researchers and as a result they will improve their academic achievement and some will become productive scholars. Malcolm D. Alexander, in his research study on the library skills, stated: "... instruction in library skills, techniques and procedures, and the availability of ... a trained librarian increased academic achievement of students at all levels of schooling..."[20]

The outline revealed in two lectures on South Asian library orientation is just the tip of the iceberg — a basic library orientation. In the opinion of this researcher, an advanced South Asian bibliographic instruction in on-line reference service (i.e., computerized South Asian reference service) could be outlined. In this context, on the development of the multi-concept search strategy for South Asian subjects, Barbara Settel of Central New York Library Resources Council, gave the following example:

> "... you intend to do an anthropological study of Ayurvedic medicine in Orissa. Your literature search should include *Index Medicus* (Medlars database), *Psychological Abstracts*, *Dissertation Abstracts International*, *Sociological Abstracts*, *Social Sciences Citation Index*, and *Anthropology Abstracts*. All but the last would include as many synonyms as necessary to describe the concept of Ayurvedic medicine, including traditional medicine, folk medicine, classical medicine, ... Hindu medicine, etc.
>
> The citations retrieved using these terms would be... limited to those citations also containing one of the terms for India,

South Asia or Orissa. If desired, the search could be further limited by date or language of publication."[21]

And she added "... a well trained searcher in your library can provide the expertise necessary to refine the search strategy."[22] However, on the advantage of the printed South Asian bibliography over computerized literature searches, J.D. Pearson, then librarian at the University of London School of Oriental and African Studies Library, commented:

"Let it not be forgotten, too, that with all the advantages that a computer may bring, there is one, at least, that the printed bibliography has over it. For one can browse at will through the printed volumes ... and make chance discoveries by the operation of the laws (or lick) of serendipity, whereas it may be, as seems to be the case of their MEDLARS service, the number of items that the computer automatically memorizes will be too large for any but highly selective print-outs."[23]

On the basis of the foregoing analysis, it became apparent that ethnic bibliographic instruction can be developed for different types of programs and formats. Examples of the types of programs are: Course-integrated instruction, Computer-assisted instruction, Library orientation, Formal instruction courses, Continuing education instruction, and In-class lectures. Examples of types of formats include Audiovisual presentations, Printed materials, Library research workbooks, use of Videos, Slide-tape materials, CD-ROM usage, Desktop publishing and On-line catalog.

Automated systems are going to be more and more important in the future. The CD-ROM is equivalent to the printed index. Desktop Publishing which is the new laser printer technology generates reports, departmental bulletins, newsletters, workshop booklets, handbooks, announcements, syllabi and general correspondence. The laser (desktop published) format has great advantages over conventional printing. Some of these are: clarity of print, low cost of small volume runs, professional appearance and ability to reproduce graphics.

The evolution of the personal computer (PC) into the late 80's has provided some exciting methods of creativity, not only in terms of labor reduction but also in efficiency and presentation. Bibliographic instruction through a personal computer can be developed *for student use* in academic libraries. For example, training sessions can be run by the libraries which can introduce students to all aspects (how to log on to the system) to search strategies to system use. Once trained, a student will be able to use the personal computer in the library whenever he/she wishes. In establishing such a student-oriented program, several objectives can be met. Students learn how to formulate search strategies that are required in either a manual or a computerized approach. And, libraries become a true partner in the education process of students.

In summary, this researcher briefly reviewed the literature on bibliographic instruction for the why, the when, and the how of user education in general with special reference to South Asian ethnic resources. He also attempted to provide information on the status of bibliographic instruction in the past, in the present and in the future.

CONCLUSIONS

1. This investigator believes that ethnic studies librarians or library educators World-wide, should take consideration of his findings. They face similar bibliographical problems in their library materials. Ethnic studies bibliographers and other international librarians should consider developing bibliographic instruction programs in various languages of the world for all types of libraries. I believe that these programs (if developed) will make patrons more effective users of different types of libraries. The future of databases in some ethnic language materials can be predicted (if adequate financial ressources are available) in years to come. When ethnic language databases are available, online (or computer) ethnic bibliographic instruction should be developed by some ethnic collections librarians or library educators with information science background.
2. This investigator emphasizes the need for education for ethnic bibliography and librarianship World-wide. J.D. Pearson, Professor of Bibliography of Asia and Africa at the University of London School of Librarianship and Archives, advocated training for oriental librarianship. He reported the following developments in area studies bibliography and librarianship at the University of London:

   "... Since 1966 the School of Librarianship and Archives in University College, which for some years now has offered a course on the bibliography of Asia and Africa for Diploma students, has accepted higher degree students for courses leading to the degrees of M.A., M. Phil., and Ph. D., all of which are proving popular to librarians working in the Asian interest. The M.A. course contains an option on Regional Studies in bibliography and librarianship which has been chosen by several candidates with an Asian specialization."[24]

   Another international library educator in London, Sylva Simsova, suggested various alternatives for library education for services to minority ethnic groups. Her first suggestion was "a separate course (i.e., program) devoted entirely to library services for minority ethnic groups..."[25]
3. In the U.S.A., examination of the catalogs (i.e., bulletins) of American library schools reveals that at least seven library schools have general and specific courses on ethnic bibliography. These library schools should continue their efforts in ethnic research and education.
4. Bilingual programs in bibliographic instruction should be developed in various methods, such as video tape, on-line cataloguing and reference.

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43-INTAMEL-1-E

Funding for Public Libraries in the 1990's

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ABSTRACT

Public libraries in the United States are emerging from a decade and a half of financial retrenchment. The roots of that crisis lie deep in the history and origins of the public library movement and in shifting perceptions of the proper sphere of the public sector in American society. Strategies for public library funding in the 1990's will require careful analysis of those root causes and reaffirmation of the ideals which inspired creation and continued support of the public library for over a century.

Public libraries in the United States are struggling to emerge from a decade and more of crisis. The most obvious manifestation of that crisis has been severe revenue shortages, leading to major reductions in services and resources development. Financial strategies for the 1990's must begin with an assessment of that crisis, for its roots lie deep in the history of the public library movement and in conflicting forces within the nation's framework of values.

The public library is something of an anomaly in American society: revered as fundamental to the nation's values, yet without mandation or secure fiscal niche at any level of government in most areas of the country. In the spontaneous nature of its origins, and the voluntary basis of its continuance, are rooted both the strengths and weaknesses of this remarkable institution as well as the causative background to the financial predicament we confront as we enter the final decade of this century.

That the birth of the public library movement occurred in the United States, in the mid-nineteenth century, is a matter of some irony. The decision to serve a universal audience hardly sprung from a super-abundance of private resources. By 1850, the oldest and largest library in the country, that of Harvard University, contained only 84,000 volumes; the Library of Congress merely 50,000. In fact, only five libraries in the country held over 50,000 books, and the entire national composite amounted to barely 2,000,000.[1] The inadequacy of the young nation's library resources was dramatically underscored by the provocative charge of Fisher Ames that "... we have produced nothing in history. Our own is not yet worthy of a Livy; and to write that of any foreign nation where could an American author collect his materials and authorities? Few persons reflect, that all our universities would not suffice to supply them for such a work as Gibbon's."[2] Charles Coffin Jewett, who would set about to correct this assessment upon his appointment in 1858 to the Superintendency of the Boston Public Library, maintained at mid-century that "not one American library could meet the wants of a student in any department of knowledge."[3]

On the other hand, the fallow soil of a new nation would prove particularly receptive to the zealous idealism which was the principal motivating force behind the movement to create the public library. New England in the 1840's was a still fervent disciple of the Enlightenment, committed to the concepts of humanism, of human perfectability, of democratic promise, the center of the universal free education movement and of the growing Abolitionist cause. As Sidney Ditzion summarized, "the main currents of nineteenth-century American thought, no matter what their origin or direction, supported the foundations and growth of the free public library movement. That such a confluence of diverse ideologies, meeting on the common ground of a system of free schools and libraries, was at all possible is to be attributed to the adjustability of the American mind to shifting forces and changing conditions. It was this flexibility which could start with a common heritage — the democratic premise — and could modify, distort, or even pervert it to suit the requirements of widely varying points of view. The tax-supported public library not only answered the criteria inherent in the democratic premise but also offered an instrument as responsive to varying social requirements as democracy itself."[4]

The idealistic origins of the public library have remained a force to shape its mission and philosophy for nearly a century and a half; unfortunately, the naivete so characteristic of an idealistic movement placed greater reliance on noble inclinations than on a rational legal and financial framework to insure support for the infant institution, and this too continues as an operative force to our present time. The famous Act of Authorization to Establish a Public Library in the City of Boston, enacted in March of 1848 by the legislature of the Commonwealth of Massachusetts, represented the culmination of a fervently idealistic movement, but the statute also contained the provision that "no appropriation for the said library shall exceed the sum of dollar 5,000 in any one year."[5] The cautious solons need not have feared: the initial appropriation by the Boston City Council, and that after a delay of three years, was the princely sum of dollar 1,000.[6] Edward Everett, the first President of the Library Trustees, had become the major colleague and catalyst in the ultimate success of George Ticknor's twenty-year struggle to establish a public library; yet, the uncertainty in the minds of even these determined founders of the proper relationship between public mission and public support is evident in Everett's 1850 letter to the Mayor, in which he pleads that "if the city government would provide a suitable building for a public library, it would be so amply supplied from time to time by donations, that only a moderate annual appropriation for books would be wanted."[7] The first report of the Trustees of the Boston Public Library, issued in July of 1852, has been cited on innumerable occasions for its visionary articulation of the philosophy which would influence the mission of public libraries everywhere; but, again, the visionary confidence seems to falter on the matter of public financial support: "If it were probable that the City Council would deem it expedient at once to make a large appropriation for the erection of a building and the purchase of an ample library, and that the citizens at large would approve such expenditure, the Trustees would of course feel great satisfaction in the prompt achievement of an object of such high public utility. But in the present state of the finances of the city, and in reference to an object on which the public mind is not yet enlightened by experience, the Trustees regard any such appropriation and expenditure as entirely out of the question. They conceive even that there are advantages to a more gradual course of measures. They look, therefore, only to the continuance of such moderate and frugal expenditure, on the part of the city, as has been already authorized and commenced, for the purchase of books and the compensation of the librarian; and for the assignment of a room or rooms in some one of the public buildings belonging to the city for the reception of the books already on hand, or which the Trustees have the means of procuring. With aid to this extent on the part of the city, the Trustees believe that all else may be left to the public spirit and liberality of individuals."[8] The faith of the Trustees in private philanthropy was soon rewarded by the great generosity of Joshua Bates, as was the case in New York with that of John Jacob Astor, and universally through Andrew Carnegie's gifts of public library buildings to over 1,500 communities in the United States alone a half-century later. To be less than grateful for such generosity would be boorish, indeed; private philanthropy was both an important predecessor, and at times a stimulant, of tax support. But a case may also be made that philanthropy discourage communal responsibility, even unto the present time in which many a beleaguered library has been urged by public officials to seek private funds in lieu of additional tax support.

The shift from private to predominantly public support was a matter of considerable gradualism; there were, after all, nearly 700 private academic and subscription lending libraries in the United States in 1850, many of which would become the basis of future public libraries. Getz contends, in fact, that "for more than their first one hundred years the line between private and government support of libraries was never crisp."[9] This is much more than a matter of historical curiosity, for the long

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identity crisis which it signifies continues to complicate the legitimate search of public libraries for a rational support structure.

Another characteristic of the challenge we confront as we plan for library funding in the 1990's is the great diversity of taxation structures throughout the country. The principal source of support for financing public libraries in the United States is local taxation; but, as Robbins-Carter concludes, "local government financing varies from state to state and within states there are usually a number of local government financing options open to communities and/or counties; thus, it is not possible to present an accurate picture of a 'typically' financed public library."[10] Most major urban public libraries are, either legally or *de facto*, departments of municipal government, in competition with police or fire or sanitation for scarce funds distributed at the discretion of elected officials; a very few have power to seek special levies by referendum; the New York Public Library is a private corporation. Libraries in some parts of the country are creatures of county government, some are local but receive supplemental services or funds from county sources, others have separate district status with tax millage formulas determined by state statutes and voter referenda. Such diversity presents a serious obstacle to funding strategies based on comparative research or to effective lobbying on a nationwide, or even statewide, basis.

The traditional concern of state governments was service to rural and unincorporated areas; by the 1980's nearly all fifty states provide some form of support for library service, but the pattern varies widely from support for cooperative or regional services to direct per-capita aid. In a few states, modest aid to major urban libraries has been achieved, in recognition of service beyond local borders or ressources of more than local importance; but by far the prevailing pattern has been small support to virtually all communities rather than significant aid for the special few. The role of the national government in library affairs, beyond support of the splendid libraries of the national government, has been extremely limited, in large part precisely because the initial library movement sprung from local initiative; and continued resistance to national support and coordination reflects the lasting effects of that historical identity crisis, for the appropriate role of government in the development and support of library resources remains unresolved. As Wedgeworth has noted, "inconsistencies in public library financing are only the superficial manifestations of the confusion that exists over public support for libraries."[11]

As we devise financial strategies for the nineties, however, the confusion we confront goes beyond that of the library's place in the public sector to a national crisis of confidence toward the public sector itself. For most of this century, following the demise of spectacular personal philanthropy in the wake of progressive tax legislation, local public support remained modest but healthy, even during the Depression years, reflecting a comfortable relevance to the values and aspirations of most American communities. As one library administrator remarked recently, "For over one hundred years, public library funding was a consensus decision made by public officials. The message was clear: Libraries -- no matter how large or small -- must be supported. Taxpayers willingly financed library services... Then, along came the 1970's... Suddenly, libraries didn't appear quite so high on the priority list as public works projects, governmental infrastructures, water and sewer facilities, streets, or public safety. Once regarded as an essential service and birthright for every American... libraries were forced into budget-cutting positions."[12]

The response of the library profession to this undeniable crisis was essentially defensive, at least initially. The mid-seventies ushered in a virtual obsession in the library profession with cost-accountability, cost-benefit analyses of services formerly deemed essential, market research, performance measurement, and back-to-basics redefinitions of mission. Professional management techniques are certainly useful to effective budget development and presentation; too often, they merely masked a crisis of confidence. An institution which is largely the embodiment of intangible values can be only diminished when a material monetary standard is applied to every function, when only that which is tangibly measurable is valued. Planning, managerial, and political skills will be essential to the development of effective funding strategies for the nineties; but they are not enough. It was not so much such skills, as it was the ideals of visionary founders and early champions, which launched the library movement. It is not libraries which have fallen out of favor in America, it is the larger public sector, itself. Small comfort, this, but we can ill afford a flawed analysis of our crisis.

A skeptical attitude toward the public sector and a distrust of government have long been latent in American society. The reactionary swing in the national consciousness, reflected in the political balance of power, began as a corrective to excesses of the explosive 1960's. Traumatic national frustration with the debacle of military failures in Southeast Asia soon led to anger and distrust toward government, as did the scandals associated with the Watergate incident. Simultaneous disenchantment with the great expense yet miniscule apparent success of governmental efforts to create an ideal "great society" virtually free of poverty or injustice unleashed a backlash which has not yet abated. The 1980's continue to witness the triumph of political campaigns based on promises to do less, to dismantle government, to enhance the private sector at the expense of the public.

Yet the 1980's have also seen several stunning reaffirmations of popular belief in the importance of the public library, particularly in instances (such as bond issues) when the electorate could vote directly on library issues[13]. California was the scene of the most influential tax limitation referendum of the 1970's, the infamous Proposition 13, which sent a shock wave of retrenchment across the country; but, in 1988, the people of California approved a dollar 75 million bond issue for library construction and renovation, and the citizens of both Los Angeles and San Francisco have voted over dollar 100,000 million each for new central libraries. Similar successes, by direct popular vote, have occurred in Detroit, Cleveland, Atlanta, Miami; extensive revitalization programs are underway in New York, Boston, Chicago, Philadelphia. That very degree of separateness from the center of government, that uncertain status in the public sector, which so contributes to the fiscal instability of the public library serves also as a buffer in this era of antagonism toward government.

Strategies for public library funding in the 1990's must include legislative efforts to increase the ability of libraries to go directly to the public; creation of a national public library network; establishment of direct support for major research-level public library resources as a basic national responsibility; full federal funding of the depository library system; special state legislation incorporating equalization and compensation factors for urban public libraries serving multi-community metropolitan areas and population concentrations with high degrees of special needs. But, more than all else, these strategies must be based on a reassertion of the fundamental relationship of the public library to the cultural, educational, civic, and economic health of the nation. Strategies based on a diminution of mission, on fees for access to information in any format, on the privatization of public responsibilities can only be counterproductive. E. J. Josey, in his 1984 Presidential address to the American Library Association, urged that "Librarians... need to integrate their goals with the goals of greatest importance to the American people... We need to foster and to reaffirm the inseparable relationship between libraries and democratic liberties."[14] That relationship, so confidently assumed for over a century, helped shape the noblest goals of the public library movement; reasserted, it offers the best hope for revitalization of the public library — and of the humanistic values it represents — in the 1990's and well beyond.

NOTES

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Funding of Public Libraries: A Case Study

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ABSTRACT

Funding of libraries in the United States is becoming increasingly complex and challenging. Public libraries are confronted with the need to develop new and innovative sources of funding. This article describes briefly the planning for, and implementation of, a campaign to raise $307 million for operations of The New York Public Library. Anecdotal information is provided to illustrate differences in raising funds from public (i.e. governmental) and private sources.

Introduction

The New York Public Library is unique and complex. It is a private institution dedicated to public service. Each year its Board of Trustees must secure an annual operating budget of more than $136,000,000 from a combination of sources, including City, State, and Federal governments, in addition to the private sector, *i.e.* foundations and individuals.

Though the Library is a single institution, it is made up of two complementary, but separate systems — The Branch Libraries and The Research Libraries. The Branch Libraries system comprises 82 branches serving three of the five boroughs of New York City, while The Research Libraries is comprised of four research centers. The Branch Libraries receive more than 95 % of their operating budget from public funds, primarily the City of New York. By contrast, The Research Libraries rely primarily on private sources of revenue (*i.e.* grants, gifts, private philanthropies, endowment income, etc.). The Library thus is dependent on a public/private base of support, not unique but complex and unusual.

This public/private partnership has proved to be both a source of strength for the Library in recent years and a weakness. From its origin in 1895 with the consolidation of the Astor and Lenox Libraries, NYPL has been forced to seek operating funds from all possible sources, public and private. This has required that the Library be innovative and entrepreneurial in seeking sources of funds, while at the same time being acutely aware of its efficiency and effectiveness. When asking for money, one must be able to be clear about needs and be able to advance compelling arguments to the various funding sources.

Cultural institutions in the United States are increasingly being pressured to become more fiscally responsible and independent. Public libraries, as cultural entities in a public environment, are faced today in the United States with having to compete for public funds against urgent social programs, such as drug abuse, medical care, etc. The problem has intensified during the past eight years as a result of the Reagan Administration's program of reducing government support of cultural and educational programs, and the requirement that private monies be raised to match government monies.

In this paper I would like to describe a fundraising effort undertaken by NYPL to deal with its crucial fiscal needs, and to address the issue of a public/private partnership for funding. This description will include a brief review of the planning that was required to evaluate the Library's needs, the solution adopted by the Library to address those needs, and finally an assessment of how successful this fundraising effort has been. The experience of The New York Public Library may be useful to other libraries planning major fundraising campaigns.

Background

During the 1970's the NYPL was beset with major fiscal problems, a reflection of the New York City budget crisis and a depressed financial market. The Library was forced to adopt a variety of strategies to cope with these budgetary problems. A guiding principle during this period of "negative planning" was to define and implement strategies that were reversible, that is, no permanent or irreversible damage would be imposed upon the institution or its collections. The theory was that if and when funds were to become available, the Library would then be able to reverse a decision or an action implemented during a period of financial exigency and repair any damage done to the Library's collections or services. The strategies adopted by the Library during this period ranged from delaying maintenance of the physical plant, shortening hours for all units rather than closing libraries or individual collections, and continuing to acquire materials but backlogging them rather than curtailing acquisitions. Each of these decisions could be reversed with no lasting harm being done to the integrity of the collections or continuity of service. We learned, however, that this strategy was time dependent. If negative decisions are allowed to stay in place too long, lasting damage can result.

By the end of the 1970's, these problems had a severe impact on the well being of the institution. The Library's primary mission, that of service, was severely threatened. No longer was management able to state that basic policy would not be adversely affected. At this point, management made a decision that it must assess the situation critically to determine what needs were most urgent, what measures were most necessary and appropriate to address those needs, and what level of resources would be required to continue to fulfill the Library's mission without sacrificing collecting, service, or access in such a way as to alter radically the nature of the institution.

The Needs Assessment

The Library began by instituting a planning effort which lasted almost two years and involved staff at all levels. The effort came to be known as the Needs Assessment. The result of this intensive, broadly scaled effort was a detailed report which was presented to and reviewed by the Library's Board of Trustees. The Needs Assessment was a structured, phased, intensive self-examination of the condition of the Library measured against its mission, which led to a consensus about the institution's most important needs and priorities. It began with a survey of current activities, costs and requirements for providing good "basic service", elicited new ideas and proposals for new initiatives, examined long-range budgetary and financial implications, and summarized capital and technological needs. It was a synthesis of information gathering and sharing without parallel in the history of the Library. It challenged middle management, strengthened communication at all levels and forced librarians at all levels to focus on priorities and mission.

One of the earliest and most important conclusions of this effort was that the Library needed a plan to raise money. The critical analysis of the Needs Assessment indicated that the Library needed a lot of money and that it would have to be raised from a variety of sources. The planning group tentatively decided that the only realistic solution was to plan and conduct a large scale fundraising effort. The Needs Assessment analysis provided both the impetus for the fundraising effort and also an array of prioritized specific projects. In effect, the Needs Assessment provided the substance of what eventually became a 5-year fundraising effort which set as its goal $ 307,000,000 to be raised from a combination of public and private sources.

The Campaign

The Library's fundraising campaign was initiated in 1985, to be continued through 1989. The goal of the campaign was to raise $ 307,000,000, half from public sources and half from private sources. Among the several specific objectives were the following : an examination of current programs and possible new directions and initiatives for the Library ; an estimate of the amount of new operating, capital and endowment funds which would allow the Library to plan for stability and development during the campaign and beyond ; and to formulate a presentation that would establish a convincing case for government and private funding sources, both current and future.

In brief, the Campaign not only had to deal with attempting to

remedy past problems, but also to form a base for future programs and fundraising efforts. (One of the more significant accomplishments of the campaign has been its ability to increase the number of individual contributors from a few thousand to more than 40,000 individual annual contributors.)

A second important result of the Needs Assessment effort and the Campaign was that institutionalized planning was recognized as a process that is continuous and draws on the experience and expertise of staff and management.

The Case Statement

The planning and prioritizing of the Needs Assessment effort produced a massive document entitled *Rebuilding The New York Public Library: A Plan for Recovery, Consolidation and Progress* (1984), which included concise statements describing and costing hundreds of discrete projects and efforts. These ranged in scope from capital projects costing millions of dollars, endowed chairs for specific collections, funds to support term projects (*e.g.*, cataloging backlogs), and funds for new initiatives (*e.g.*, enhanced conservation services). The cost of the complete package of needs identified was enormous, totalling more than a billion dollars.

This obviously was far beyond the Library's ability to fundraise, therefore, a consultant was hired to help assess the level of giving which the Library could realistically expect to achieve from the various funding sources. He advised that with a five year project, the maximum expectation would be about $ 300,000,000. The task then became one of reviewing and reordering previously established priorities to reduce the overall size of the Campaign. This proved not to be as difficult as was initially thought, primarily because of the thorough and very detailed data gathering and analysis done during the Needs Assessment phase. An interesting and important result of this phase of planning was the definition of the types of funding that would be included in the Campaign since, to a large degree, the types of funds sought determined the most appropriate funding source.

Four distinctive types of funds were identified:

1) *Endowment*
   — Unrestricted endowment — to secure the financial base of the Library's operations generally.
   — Restricted endowment — to guarantee current levels of operations or funding for specific activities *e.g.*, collection development.
2) *One-time or term projects — e.g.*, eliminating cataloging arrearages in roman alphabet.
3) *Annual needs* — funds to support essential ongoing operations during the Campaign *e.g.*, hours of service.
4) *Capital needs — e.g.*, the renovation of a branch library.

The next step was to create a Campaign budget which would identify the discrete projects and efforts included in the Campaign with an indication of the most probable source of funds for each project. As stated earlier, the Campaign was designed to be an effort drawing on both public and private sectors. Eventually, the planning process yielded the following allocations of fund types by source:

The final step in this Campaign planning process was the preparation of a document entitled *The Campaign for the Library: Rebuilding The New York Public Library — A Future for Our Past* (1985). This document has been distributed widely to potential funding sources. It describes in simple terms the significance of the Library in local, national and international levels, the reasons for undertaking a campaign, a listing of all projects that the campaign will attempt to fund, and instructions on how to contribute to the Campaign for the Library. This document has been invaluable in introducing individuals, corporations, and foundations to, and informing them about the Library and the Campaign.

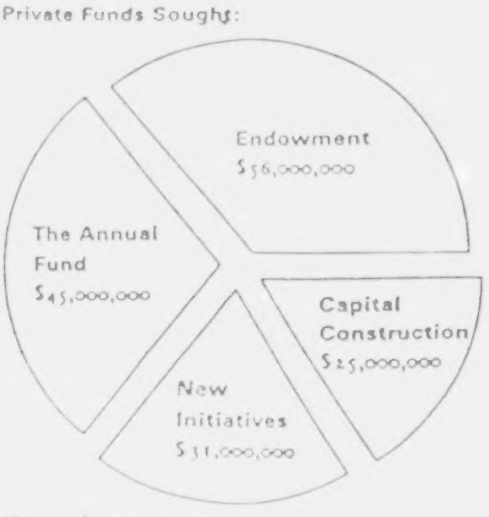
The Campaign Experience

Conducting a campaign requires special planning skills and an unknown degree of luck. The first challenge in implementing a campaign effort is to assemble staff who have the necessary experience and training. Such staff are difficult to find, expensive, and hard to hold, since they are in short supply and eagerly sought after by other institutions. NYPL created two separate offices to coordinate its fundraising. One, the Government Affairs Office, deals exclusively with governmental bodies, and was charged with raising $ 150,000,000 from government sources. The second, the Development Office, deals with all other initiatives and was charged with raising $ 157,000,000. The cost of both of these offices was included as part of the total cost of conducting the campaign. During the course of the Campaign, the Government Affairs Office was staffed at a level of 3 to 5 persons. The Development Office had a staff that ranged from a low of 20 to a high of 32. As a general rule of thumb, a campaign should cost about 10 % of the stated goal. The cost of the campaign described herein was less than 3 %. It must be remembered, however, that the direct costs of the Campaign are only a part of the overall or real costs of conducting a campaign.

Private Fundraising

Private fundraising is an art requiring a wide array of skills and talents. These range from being able to understand and interpret the needs of the Library, writing about them in an eloquent and convincing manner, organizing and orchestrating a wide range of affairs (*e.g.* dinners, tours, receptions, etc.), and matching donors and needs.

Much of this work has to be done by the professional fundraiser. However, staff participation is critical and costly. The demands on staff, especially senior staff, are significant



and, more often than not, these responsibilities are added on to already busy schedules. The range of additional duties includes briefing campaign staff (because of turnover, this almost becomes an ongoing effort), assisting in the preparation of proposals, touring prospective donors, and attending what sometimes feels like an endless round of receptions, dinners, and parties.

In 1988 in the United States, more than $104 billion dollars was given by private individuals and philanthropic organizations. During the past eight years, there has been a steady and very impressive growth each year in charitable giving. However with the U.S. tax law of 1986, the annual growth in the amount given has leveled off. Additionally, because of the squeeze on charitable organizations by government, the competition for funds is becoming increasingly competitive. This does not bode well for the future of private giving.

All of this organized efford may be fruitless. A potential donor, who may have been extensively cultivated with the expectation that a large contribution would be forthcoming, may decide without warning or reason not to give. One's only recourse is to smile and go on to another potential source.

Public Fundraising

Raising money from public sources (*e.g.*, city, state, or federal governments) is quite different from raising funds from private sources. In one sense, it is less expensive and less time consuming. Generally, one prepares a proposal, submits it, and then waits for a response. The long period of cultivation, typical of private fundraising efforts, is avoided. However, when approaching government sources, one usually works within very strictly defined guidelines controlling the type of effort that the agency will consider, which greatly influence the nature of the project to be submitted. Proposals usually must be written including a great quantity of detail in terms of what is to be done, how it is to be done, and the cost of doing the work. This requires detailed planning and documentation well in advance of project submission. Proposals are usually reviewed by panels of experts who take great pride in their ability to ferret out minor ambiguities in a proposal which then, often times, requires lengthy explanations on the part of the proposing institution.

Government agencies prefer to fund proposals which fall into two general categories. The most popular are proposals seeking funds to be used as "seed money" for new initiatives or for term projects. Almost without exception, funding for ongoing operations will be rejected. Government agencies are also good sources for money for capital construction.

Implementing and Integrating Campaign Results

Ultimately, one of the most difficult aspects of fundraising is doing what one has proposed or set out to do. In the NYPL Campaign, for example, the time that elapsed between defining and prioritizing a need and actually being able to start working was several years.

In the following paragraphs descriptions of some of the more important experiences gained in conducting the Campaign are given.

Stability and Dynamic Planning

Over time circumstances change, therefore, needs identified at one point may change, thus requiring a reevaluation and possibly a reassessment of priorities.

For example, in the early 1980's an urgent Library need given high priority was processing of books into the collections. By the mid-1980's, funds to acquire library materials became an urgent need which required a reevaluation of Campaign priorities. Though it is essential that planning be dynamic during the course of the Campaign, it can have an adverse impact on fundraising efforts. Cultivating fundraising sources is arduous, time consuming, and risky. Therefore, one should avoid changing or altering defined, prioritized needs. Fundraisers require stability in terms of Campaign objectives.

The lesson that should be noted here is that the definition of needs should be done at a fairly general level to allow for maximum flexibility for later planning and implementation. Needs statements, however, must be specific enough to avoid the temptation for fundraisers to be totally opportunistic in terms of fundraising approaches. Stated somewhat differently, fundraising staff should be given a fairly strict, stable focus for their fundraising activities. If allowed to solicit monies without these limitations, funds may be accepted for projects which do not fit an institution's priorities. The first objective for a fundraiser is to ensure that the institution's needs are matched to donors' interests. If there is no clear match, then the fundraiser should attempt to cause the donor to change, not the institution's priorities. To do otherwise inevitably ends up with the institution receiving funds to work on projects which do not contribute toward its objectives and may, in fact, work against the institution's objectives and mission.

Projects that Appeal

Raising money for specific purposes also poses problems. Donors in general are not terribly knowledgeable about libraries and how they operate. It is difficult for them, for example, to understand the need for and cost of adding a book to the collection. Therefore, donors are rarely eager to give money for unglamourous activities such as checking in books, or binding books for the shelves.

Donors want to give money for something that they know and understand, and for efforts that they can be proud of and for which they receive recognition. These desires do not necessarily coincide with the Library's objectives. A common way to interest a donor in an unglamourous project is to offer the donor a naming opportunity, that is, to name a room, a collection, a chair or position. Naming to acknowledge a gift is fraught with problems and probably should be avoided if at all possible. There are only a finite number of rooms, collections, and positions that can be offered for naming. And, since naming is usually permanent, an institution soon runs out of naming possibilities. Of greater potential importance is the fact that a named entity, such as a collection, cannot be merged, eliminated, or reorganized, which can seriously restrict future planning efforts.

The "Term" Project

Many efforts appropriate to a campaign are temporary and project oriented. This means that temporary staff must be hired and space located and prepared to carry out the project. Planning a special project is never exact or entirely predictable. Attempting to define and plan a variety of projects, as is the case in a major campaign effort, which are to be implemented at a later date greatly complicate matters.

If at all possible, campaigns should be kept simple and focus on capital type projects. But, needs go beyond simple capital projects. Thus, other kinds of projects will have to be planned. A word of advice is in order here. Campaign funds almost never come in fitting a project scope precisely. Often, several sources of funds must be pooled to make up a special project budget. In addition, monies are pledged and received on different schedules, making it difficult if not impossible to plan and conduct the project efficiently. And finally, almost always, projects require more work than was anticipated. But perhaps the most vexing problem connected with a term project is how to deal with what we have come to call the "Cliff Problem". Once a project is completed or project funds depleted, what does one do with the special staff that was hired? There is no simple and certainly no satisfactory solution to this problem.

Conclusion

The New York Public Library's Campaign is in its final year and is scheduled to end in December 1989. By all standards, the Campaign has been a success. As of this writing, the Campaign goal of $307,000,000 has almost been achieved, and by the end of the year will almost certainly be met. The effort has been beneficial in ways that we had not been able to predict in advance. The needs assessment that preceded the effort forced the Library to review critically its mission and to assess its needs. The Campaign itself involved staff at all levels in interpreting the Library and its services to funding sources and, in so doing, caused the Library to have to identify its users and to evaluate their needs. This has, in turn, allowed the Library to rethink many of its services and policies.

Library staff have developed a different attitude towards the future. Too often, in the past, staff simply assumed that funds would be found to support library programs. They now are aware that they must be involved in the effort to raise those funds. This new attitude has caused staff to be more evaluative of the range and quality of services the Library offers, and more aware of users' needs.

The trend in the United States towards pressuring cultural institutions to become more self supporting and to compete with other social programs for funding will continue. Public libraries, if they are to remain vital and responsive, must realize

this, agressively find ways of promoting their importance, and actively cultivate new and innovative sources of funding.

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De la bibliothèque circulante... au centre départemental de coopération

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36 400 communes en France, 35 673 d'entre elles ont moins de 10 000 habitants. Les chiffres sont là, incontournables témoins d'une réalité démographique éclatée. Ils précèdent toute analyse de besoins ou structurelle, 25 657 000 français sont concernés par le développement de la lecture en milieu rural.

UNE HISTOIRE EN FORME DE CIRCULAIRES :

C'est pour répondre à l'incapacité des petites communes de financer un service de lecture publique que les bibliothèques centrales de prêt (B.C.P.) des départements ont été créées par une ordonnance ministérielle du 2 novembre 1945. La Direction des Bibliothèques et de la Lecture Publique au sein du Ministère de l'Education Nationale est chargée de la création de ces services entièrement financés par l'Etat. Le principe de fonctionnement est simple : une bibliothèque centrale, généralement située au chef-lieu du département, où sont stockés les livres qui sont ensuite redistribués dans les communes de moins de 15 000 habitants au moyen d'un **bibliobus-caisse**. Ce véhicule-fourgon permet de transporter des caisses de livres choisis à la Centrale par les bibliothécaires et déposés dans les communes qui en font la demande en un lieu appelé "dépôt", géré par un "dépositaire", bibliothécaire bénévole. Ces caisses de 50 à 500 livres sont échangées à un rythme régulier tous les trimestres ou tous les semestres. Si ce système de "ravitaillement" en livres semble économique et rationnel, ses limites apparaissent très rapidement. Certes, un seul camion peut desservir ainsi dans la même journée une vingtaine de communes, un bâtiment central (stockage et bureaux) de 300 m2 suffit pour abriter un stock de 20 000 volumes gérés et prêtés par 5 agents. Mais le lecteur peut-il se satisfaire d'un choix d'ouvrages effectué par d'autres ? Quels sont les lieux de dépôt ? Traditionnellement, la mairie, lieu public par excellence et qui garantit l'ouverture à tous et la gratuité du service, et l'école. Dans les années 50, l'assimilation lecture/éducation est très souvent faite surtout dans le milieu rural. Le livre est l'instrument pédagogique et l'instituteur représente la personne "culturellement" reconnue. Il réside sur place. C'est le dépositaire idéal qui prête les ouvrages de la B.C.P. aux enfants mais aussi aux adultes qui veulent s'instruire ou se cultiver. La lecture-loisir, lecture-plaisir, commence juste à faire son apparition surtout dans le domaine de l'enfance où l'édition est encore pauvre et peu diversifiée malgré les efforts de quelques précurseurs comme *Le Père Castor*.

Confirmant cette tendance, une circulaire du 24 mai 1952 du Ministre de l'Education Nationale applique aux bibliothèques circulantes des dispositions relatives aux œuvres éducatives. Il est même stipulé dans le *Manuel de la Lecture Publique rurale en France* de 1955, que tout dépôt de livres à la Mairie doit être doublé d'un dépôt systématique à l'école qui apparaît alors comme partenaire obligatoire.

Cette liaison avec l'école va marquer de façon durable l'évolution des bibliothèques centrales de prêt.

En 1968, c'est le Directeur des Bibliothèques et de la Lecture Publique qui signe une circulaire élargissant le champ de compétences des B.C.P. aux communes de moins de 20 000 habitants en privilégiant les agglomérations animées et actives. L'animation autour du livre apparaît comme une mission des bibliothécaires et le public scolaire doit être desservi quelle que soit la taille de la commune.

Ce texte ministériel est à la fois témoin et inducteur de nouvelles pratiques professionnelles. De 1945 à 1968, en effet, la desserte du public a évolué. Au bibliobus-caisse ont succédé le **bibliobus-rayon** et le bibliobus de prêt direct. Le premier est consacré à la desserte des dépôts selon le système suivant : les documents sont choisis par le responsable du dépôt dans le bibliobus qui est équipé de rayonnages et de bacs à albums permettant de présenter 3 à 4 000 volumes. Ils sont alors déposés selon le cas dans les petites bibliothèques municipales, dans les mairies, dans les écoles ou tout autre lieu partenaire de la B.C.P. (association, clubs du 3e âge, comités d'entreprise, etc...), et ensuite prêtés au public concerné par le responsable-dépositaire. Ces collections sont renouvelées selon le même processus 3 ou 4 fois par an. Elles dépassent parfois 1 000 volumes échangés ainsi régulièrement.

Contrairement à ce système de prêt dit indirect, en raison de l'intermédiaire obligé du dépositaire, le **bibliobus de prêt direct** est accessible directement par le lecteur. Il stationne plusieurs heures, toujours au même emplacement, selon un calendrier et un horaire fixes, au moins une fois par mois. Le personnel des B.C.P. préfère ce mode de desserte qui permet le contact avec le public et l'évaluation immédiate du service rendu. Il a toutefois ses limites. Il demande de gros investissements en personnels, véhicules et collections, chaque bibliobus ne pouvant desservir qu'un petit nombre de communes. Il stationne souvent trop brièvement compte tenu des disponibilités horaires de la population et devient par conséquent contraignant pour le lecteur. La taille des véhicules qui doivent circuler sur des voies parfois étroites ou accidentées ne permet pas la consultation sur place, contrairement à un lieu de dépôt fixe et bien aménagé.

La circulaire de 1968 préconise toutefois le prêt direct dans le cadre des établissements scolaires et dote 3 B.C.P. des moyens nécessaires. A cette même date 43 départements n'ont pas encore de B.C.P. et dans les départements pourvus le développement du réseau des lieux de dépôts ou de passage du bibliobus se fait de manière quelque peu empirique. Le critère qui préside au choix de la desserte de telle ou telle commune est souvent la demande exprimée, parfois par le Maire ou un responsable associatif, le plus souvent par l'enseignant plus directement motivé par la lecture de ses élèves. Les bibliothécaires de leur côté pensent, à juste titre, que le développement de la lecture passe par la motivation des enfants, et les enfants, en milieu rural où l'habitat est dispersé et les structures associatives lâches, se rencontrent à l'école. Des livres pour adultes sont également déposés dans les établissements scolaires mais peu de lecteurs font la démarche de venir les emprunter (réticence psychologique le plus souvent).

En 1975, quand les B.C.P. quittent la tutelle de l'Education Nationale pour devenir services du Ministère de la Culture, le paysage de la lecture publique en France est le suivant : plus de 30 % des départements n'ont pas encore de B.C.P. Celles qui existent, desservent plus de 60 % de dépôts scolaires. Les collections en documents ont augmenté en nombre (souvent plus de 100 000 volumes) et se sont diversifiées : à côté des livres, des phonogrammes, des reproductions d'œuvre d'art, et des diapositives sont prêtées. Les équipes de professionnels se sont étoffées et les bâtiments centraux des nouvelles constructions atteignent des surfaces de 1 400 à 1 500 m2. Ils sont parfois doublés d'annexes (400 m2) situées dans une commune éloignée de la centrale qui permet au bibliobus de réduire ses temps de trajet.

C'est le déséquilibre entre la desserte du public scolaire et la desserte tout public qui va être à l'origine de la circulaire du 17 juillet 1978 : *Missions et objectifs des B.C.P.* Ces instructions insistent particulièrement sur la nécessité de rééquilibrer le service des adultes par rapport à celui des enfants et de ne pratiquer le prêt direct que lorsque les moyens de la B.C.P. le permettent et non au détriment de la desserte par dépôt. Celle-ci peut être effectuée dans des lieux suffisamment équipés et aménagés baptisés **relais-bibliothèques** et mis en place par conventionnement avec les maires. Les principes d'un service public ouvert à tous et ne privilégiant aucune catégorie sont vigoureusement affirmés et les 17 dernières B.C.P. créées en 1981 bâtiront leur réseau en relation directe avec les municipalités.

La circulaire dite "Gattegno" du 1er août 1985, s'inscrit dans cette continuité et reprécise les missions, moyens et fonctionnement des B.C.P. à la veille de les transférer administrativement aux départements dans le cadre des grandes opérations de "décentralisation administrative" mises en œuvre en France à partir de 1983. Cette circulaire très synthétique et complète sur les modes de fonctionnement des B.C.P. qui desserviront désormais les communes de moins de 10 000 habitants, insiste particulièrement sur leur mission coopérative et va ainsi influencer de façon certaine leur évolution.

DU RESEAU, DE LA COOPERATION... ET DE LEURS EXIGENCES

A compter du **1er janvier 1986**, les B.C.P. abandonnent leur statut de service d'Etat pour devenir **services départementaux**. Le Conseil Général, organe exécutif composé des élus du département définit leurs missions et vote leur budget, ceci sans aucune contrainte en l'absence de toute loi sur la lecture publique en France. La crainte exprimée par les professionnels est l'inégalité de traitement qui peut en résulter d'un département à l'autre. Il faut toutefois reconnaître qu'à la veille de la décentralisation, les B.C.P. étaient déjà très différentes les unes des autres, ceci en raison de leur histoire mais également du cadre géographique où elles exerçaient leur mission. Peut-on comparer, en effet, un département comme le Pas-de-Calais qui compte plus de 1 000 000 d'habitants à desservir à la Lozère qui n'en compte pas 100 000 ? Quelles caractéristiques communes entre un département de la couronne parisienne et le Cantal ou l'Aveyron au cœur du Massif Central ? En fait, dans leur grande majorité, les Conseils généraux ont au minimum reconduit les budgets antérieurs des B.C.P. et les ont parfois fortement abondés. (En Haute-Garonne, trois ans après la décentralisation, le budget de la B.C.P. est multiplié par 2). Le changement a surtout porté sur la pratique professionnelle.

De services exécutant une politique ministérielle de développement de la Lecture publique proposée par les techniciens de la Direction du Livre et de la Lecture, les B.C.P. sont devenues des services de conseils et d'incitation à une politique départementale culturelle autour du livre, en même temps d'ailleurs que les exécutants de cette politique !

Un des signes les plus tangibles de cette évolution est l'**apparition de plus en plus généralisée de plans de développement de la lecture dans les départements**. Cette planification définit des grands axes qui tendent à faire des B.C.P. non plus seulement des services de communication de tous les types de documents mais également des centres de coopération au service des communes de moins de 10 000 habitants et des maillons du réseau documentaire en France à l'échelon régional et national.

Baptisées "bibliothèques d'équilibre" dès 1982 par Bruno Calenge, actuel président de l'Association des Directeurs de B.C.P., certaines B.C.P. organisent leur desserte départementale sous forme d'un réseau cohérent et hiérarchisé de lieux de dépôts, basé plus sur la notion d'attractivité des communes et par conséquent sur les mouvements de population, que sur la nécessité de déplacer la bibliothèque vers chaque individu, lecteur potentiel. C'est une tendance qui semble se généraliser à l'heure actuelle, même si son application est très nuancée selon les établissements. Une bibliothèque créée en 1980 a pu en effet dès l'origine imaginer l'architecture de son réseau de desserte et mener une politique contractuelle avec les municipalités. Il n'en est pas de même pour les B.C.P. les plus anciennes qui ne peuvent se désengager sans réflexion des contraintes nées de leur passé. Au nom de quel principe le bibliobus doit-il interrompre la desserte de telle ou telle école rurale où les enfants n'ont aucune autre possibilité de rencontrer le livre, faute de structure proche ? Le désengagement n'est possible que lorsqu'il y a création d'un service à proximité offrant toutes les garanties d'accessibilité et de continuité. L'analyse des besoins exprimés ou non, et l'analyse des structures existantes doivent être menées de pair afin de faire émerger dans chaque département le réseau de points de desserte le mieux adapté.

Celui-ci est articulé principalement sur les bibliothèques municipales existantes et sur les relais-bibliothèques. Installé dans un local communal réservé à cet usage, ouvert à tous les publics au moins deux fois par semaine, placé sous la responsabilité d'un personnel ayant reçu une formation élémentaire, le relais-bibliothèque bénéficie d'un dépôt de livres important et d'un prêt de mobilier de la part de la B.C.P. afin d'en faire un lieu fonctionnel et surtout attractif pour le public (la B.C.P. des Yvelines est pionnière en ce domaine et nous fera part de son expérience en nous commentant des diapositives). Pour permettre aux plus petites communes de bénéficier de services semblables à proximité, une réflexion professionnelle est menée actuellement sur les possibilités de création de bibliothèques de secteurs ou de bibliothèques intercommunales, implantées dans la commune la plus attractive (présence d'un marché, de banques, services médicaux, etc...) et ouvertes à la population avoisinante.

Dans la perspective de favoriser l'émergence de ce réseau et de le dynamiser, les **B.C.P. inscrivent prioritairement dans leurs missions des activités de coopération dans différents domaines** : formation des dépositaires, animation, conseils techniques (construction, aménagements de locaux, conservation, équipements de livre), informatisation du réseau.

Une des conditions de l'efficacité de l'action de la B.C.P. est **la compétence et la motivation du dépositaire** (95 % de bénévoles). Il est nécessaire, par conséquent d'organiser en leur direction des cycles de formation élémentaire bibliothéconomique et des actions de formation continue sur des thèmes correspondant à leur intérêt. Là encore, les pratiques sont différentes selon les départements. Certaines B.C.P. organisent leur propre cycle de formation, d'autres font appel à des sociétés de service ou aux centres régionaux de formation aux carrières des bibliothèques, d'autres encore participent aux cycles organisés par l'Association des Bibliothécaires Français qui délivre un diplôme national de reconnaissance technique (niveau employé de bibliothèque). La formation à l'animation autour du livre fait souvent l'objet de stages spécifiques. Peu de B.C.P. font elles-mêmes directement des **actions d'animation vers le public** (excepté certaines comme l'Ardèche), par contre la majorité d'entre elles participe sous forme coopérative à l'animation des dépôts : montage ou prêt d'expositions itinérantes, mise en œuvre et financement des cycles de rencontres avec des écrivains ou des éditeurs, aides à l'organisation de fêtes du livre, etc... Dans ce domaine, la B.C.P. est souvent centre-ressources à la fois au niveau de l'imagination créative des actions à mener et au niveau technique (prêt de documents, mais aussi de matériel d'exposition).

De même, les dépositaires et surtout les maires des petites communes doivent pouvoir faire appel aux **compétences techniques des personnels des B.C.P. en matière de construction ou d'aménagement de bibliothèques dans les communes rurales**. Cette relation directe entre les municipalités et la B.C.P. permet d'optimiser les équipements d'une part et d'engager un dialogue avec les élus sur le service de lecture publique qu'ils peuvent offrir à leurs administrés.

En ce qui concerne l'**informatisation des B.C.P. et de leur réseau**, la situation est actuellement loin d'être claire, en raison de la complexité du paysage de l'information bibliographique en France, en raison de la non continuité de la politique ministérielle, en raison également des spécificités de fonctionnement de ces bibliothèques qui compliquent les problèmes techniques. De 1982 à 1985, la Direction du Livre et de la Lecture crée le logiciel LIBRA — Logiciel Intégré pour Bibliothèques en Réseau Automatisé — destiné spécifiquement aux B.C.P. (format choisi : UNIMARC). Dès l'origine LIBRA est caractérisé par son esprit de coopération : catalogage partagé, catalogue collectif. Toutefois ce logiciel distingue deux fonctions : les fonctions coopératives concentrées sur un serveur national, puis sur des serveurs régionaux et les fonctions locales exploitées dans chaque B.C.P. sur mini ordinateurs (acquisitions, gestion des prêts, statistiques, etc.). Ces deux fonctions sont "intégrées" et il était prévu que le logiciel de gestion des bibliothèques et le réseau bibliographique ne fassent pas l'objet de développements séparés. En réalité, seul le module "catalogage partagé" fonctionne dans les B.C.P. En effet, en 1988, le Ministère décrète une pause dans le développement de LIBRA dans l'attente de la définition par une commission de spécialistes d'un "nouveau schéma directeur de l'information bibliographique en France". A cette date, les conclusions définitives de ce "schéma" qui fixera en particulier les rôles respectifs de la Bibliothèque Nationale, de la Très Grande Bibliothèque annoncée par Monsieur le Président François Mitterrand, et du réseau LIBRA en matière d'information bibliographique, ne sont pas encore publiées. On sait toutefois que la Direction du Livre et de la Lecture sépare la problématique du développement du réseau de celle de la gestion informatisée de chaque site.

En matière d'informatisation, les B.C.P. se trouvent confrontées à un double problème :

— intégration ou non à un réseau bibliographique national, interrégional ou régional ? Là, deux conceptions s'affrontent : si certains affirment avec force leur attachement au réseau et leur volonté coopérative (les B.C.P. de Midi-Pyrénées par exemple), d'autres préfèrent d'ores et déjà choisir des solutions locales (B.C.P. de la Saône-et-Loire et du Vaucluse par exemple)

— informatisation compatible des bibliothèques municipales de leur réseau qui doivent au moins pouvoir récupérer l'information bibliographique de leur B.C.P.

En fait au-delà des problèmes d'économie de l'information et

d'organisation du flux de cette information, se dessinent deux tendances distinctes au sein de la profession. Pour les uns, la B.C.P. doit être uniquement consommatrice de notices bibliographiques et à la rigueur redistributrice. La rapidité d'obtention des notices prime dans ce cas sur leur qualité. Pour d'autres, les B.C.P. font partie à part entière, de la chaîne documentaire et doivent à leur public l'information bibliographique la plus complète possible. La B.C.P. doit dans ce cas être également productrice de notices. (Dans le cas des phonogrammes, ce rôle semble particulièrement évident à l'heure actuelle car il n'est joué par aucune structure sur le plan national).

La situation de l'informatisation des B.C.P. et de leur relais est donc actuellement en pleine évolution, sous l'impulsion des Conseils Généraux des départements qui sont devenus maîtres d'œuvre en la matière, et des professionnels qui souhaitent qu'elle s'éclaircisse rapidement.

UN AVENIR EN FORME DE SPIRALE

A l'aune de l'histoire des bibliothèques, les B.C.P. sont des services très jeunes qui ont pourtant déjà prouvé leur capacité d'adaptation.

Adaptation à un milieu social évolutif : les agriculteurs sont minoritaires en milieu rural. Les retraités, les travailleurs urbains qui préfèrent résider à la campagne, les touristes d'été et d'hiver les remplacent, avec leur sensibilité culturelle extrêmement variée.

Adaptation à des compétences nouvelles : les B.C.P. sont devenues dans beaucoup de départements les services conseils en matière de lecture publique et de véritables centres de coopération pour leur réseau de desserte, tout en gardant leur spécificité de service public de la lecture : égalité des usagers, accessibilité de tous à la lecture, actions spécifiques en faveur des publics dits "empêchés" (prisons, hôpitaux) constituent les principes de leur activité quotidienne.

Adaptation aux nouveaux supports de l'information : la Bibliothèque Centrale de Prêt est devenue médiathèque. Musibus, vidéobus, artobus circulent à côté des bibliobus et doivent permettre à chacun d'accéder à toutes les formes de communication.

Adaptation technique et administrative enfin. Service de l'Etat, puis service départemental, se dessinent à l'aube de l'Europe de nouvelles perspectives, pour la B.C.P. Elle sera certainement appelée à intensifier ses axes de coopération à l'échelon régional et interrégional pour s'inscrire dans un mouvement plus vaste de coopération internationale.

Ambivalence est le terme qui permet de caractériser l'activité des B.C.P. Leur double mission : desservir le public des communes de moins de 10 000 habitants quel que soit son lieu de vie ou d'activité professionnelle ; répondre aux besoins des services de lecture publique existants ou à créer dans les lieux d'attraction des populations sous forme d'actions coopératives. Cette ambivalence crée l'originalité et la richesse de la B.C.P. devenue dans les faits "médiathèque départementale". Telle une spirale, infiniment creusée vers la lecture pour chacun, infiniment ouverte vers la lecture pour tous, la "B.C.P." constitue un des vecteurs les plus dynamiques du développement de la lecture publique en France.

ANNEXE

Quelques chiffres-témoins de l'activité des Bibliothèques Centrales de Prêts en France (1985)

Communes desservies par les B.C.P. : 66 % des communes de moins de 10.000 habitants.

Population desservie : 85,2 % de la population des communes de moins de 10.000 habitants.

Effectif du personnel B.C.P. : 4,4 pour 100.000 habitants à desservir

Fonds de livres (en volumes) : 572 pour 1.000 habitants à desservir

Fonds de phonogrammes : 13,3 pour 1.000 habitants à desservir

Parc automobile : 1,25 véhicule pour 100.000 habitants à desservir

Chiffres extraits de : Ministère de la Culture et de la Communication. Direction Régionale des Affaires Culturelles de Midi-Pyrénées. — *Midi-Pyrénées, chiffres et lettres. Données statistiques et documentaires sur le livre et la lecture en Midi-Pyrénées.* — Toulouse : Association pour le Développement de la Documentation et de la Communication culturelles en Midi-Pyrénées, 1988.

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Lioba Betten

Multicultural Activities for children and young people at the Munich International Youth Library

Summary

The International Youth Library is a special library for literature for children and young people which is unique in the world today. It is used by both adults and children and young people. Since 1948 childrens and young people's books have been collected from all over the world. Today the library has a stock of 480,000 books available in over 120 languages. An international selection of specialist literature, in the form of books, magazines and other materials is also provided.

In the childrens and young people's department, books are lent out in 12 different languages. There is a regular programme of events, which are not only tailored towards German children, but also children and young people of other nationalities; including exhibitions, foreign language courses, a painting studio, book discussions, lectures, childrens and youth theatre, films, magic afternoons, stamp swapping sessions, etc. Foreign exchange students report on the life and literature of their native countries.

The International Youth Library

The International Youth Library was founded in 1948 by Jella Lepman. It is a special library of international childrens and young people's literature which is unique throughout the world. In 1988 it had a stock of 480,000 volumes in 120 languages.

In the **study library** approximately 15,000 international specialist literature titles are available to users, including scientists, librarians, teachers, publishers, students, etc., as are around 300 specialist magazines which are regularly assessed. Any of the books for children and young people found in the **magazine** can be provided for them on request immediately. The following **catalogues** are provided, classified according to authors, magazines, titles, as well as systematic and chronological catalogues of the historical stock from 1574-1950 and country-specific catalogues. A headword catalogue is also kept for the entire specialist literature.

In the **child and youth lending section** books may be lent out for up to 4 weeks at no charge in 12 languages. The range of **activities for children and young people** include readings by authors, regular discussion of books, a painting studio, language courses for younger children and children and youth theatre, film afternoons, puppet theatre, etc.

The incoming donations from publishers for children and young people from all over the world may be viewed in the **reading rooms** of the library and preparations are made for exhibitions, fairs and publications.

Every year several **exhibitions** are put on and various

publications are brought out. The library holds conferences, seminars and individual lectures on international literature for children and young people.
Within the context of their exchange study programme, the International Youth Library offers 12 experts on childrens and youth literature from abroad a period of work and study extending to three months every year.

The theoretical background behind the multicultural activities at our library

"Multicultural"

If a library devotes its efforts to being "multicultural", it must first of all be clear of what this actually entails. Of course, a library cannot be referred to as having a multicultural range on offer, if a library simply keeps translations or foreign language stocks of books for its users.
Before we apply the term "multicultural", it has to be defined, and if a library has "a multicultural range on offer", it has to have a concept encompassing this.
So what is meant by "multicultural" and how is this incorporated into the work of the library, in particular with respect to children and young people?

In a geographical sense, I am basing my considerations on the Federal Republic of Germany and Europe, to set myself a guideline; for example, there are far more Algerians in France than elsewhere, there are relatively more Indians in Great Britain, in Holland there are many people from South East Asia,

and the largest group of foreigners living in Germany are the Turks amounting to approx. 1.5 million; there are relatively few people from other cultures living in Ireland, Greece and Portugal... and a large number of South Americans, Africans and people from the Arabic world are spread all over Europe. There are peculiarities to each country, things are different in each country, one, or rather several languages are spoken in each country. Adults are living with their children and with young people all over the world. Students from all over the world live spread around the world, the problem of refugees and political refugees seeking asylum from the most different cultures is prevalent everywhere in our society.

Despite all the countrywide specific differences, Europe can be seen as a whole, as a "multicultural continent". Different cultures encounter one another and are confronted with one another continually. Religion plays a major part in this. The same is true of tradition and progress in the countries of origin. The situation can be summarised succinctly with the phrase coined by Jürgen Miksch "Cultural variety not national monotony". So, we find ourselves in a multicultural society and are more or less surrounded by it and affected by it. However, the one thing which is still missing, is a real awareness, in a positive sense, of the situation of other sectors of the population. In the sense of a definition under discussion and in relation to work by libraries for children and young people in a multicultural society, "multicultural" could mean "EVERYBODY'S CULTURE FOR EVERYBODY" or similarly "the pursuit and understanding of different cultures in foreign places" by which no blurring of cultural boundaries is intended. In all multicultural populations

the assumption is that cultural cooperation and exchange abroad can only take place if certain losses are sustained. Thus, this easily results in isolation and polarisation. Libraries must therefore attach particular importance to their responsibilities as institutions for all multicultural work, particular arising from this danger.

Concept

A Child and Youth Library which would like to offer multicultural activities must have a thorough understanding of its public and their interests. This means, in a more concrete sense, that they must know what foreign children are living in the area or community, what "foreign cultural" events are desired or even required, what "intercultural relations" there are and where contacts already exist. The library can have an integrating effect in these surroundings.

This must be a regular ongoing and long-term process. The planning and realisation take years.

The individual librarians also have to have a great deal of help and many contacts. They have to spin a web of relations and represent and promote their institution in public together with their colleagues. The library, or the child and youth library, then becomes an accepted centre of operations, it is the point of contact and it radiates something, .. Children and young people of many different cultural backgrounds are attracted by it, interested in the range on offer and the events and then expect these continuously.

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Range on offer at the International Youth Library

With the help of a few examples, I would like to present the work with children and young people carried out at the International Youth Library at this point. The slides will provide additional information in connection with this.

In order to offer German speaking children and young people incentives and information relating to areas of culture which they are not yet familiar with in children's and young people's literature, we hold book **discussions** regularly for several permanent groups. Every two weeks they meet with a librarian and discuss a book which they have all read. Out of 79 books covered last year, 31 of them were translations from a wide range of languages and countries. The books are discussed individually in great depth. If they are available, **films** are shown as an accompaniment to the books and sometimes the authors are also invited to appear. After the discussions, **criticisms** are written by the children and young people and published. One example of a book which is read is "The war orphan", 1984 by the English writer Rachel Anderson (in the German translation entitled "Nennen wir ihn doch einfach Robert"). In this challenging literary novel, the authoress broaches a subject which has been covered in very few childrens books so far - the Vietnam War. The fates of people and the horrendous consequences of this war are impressively depicted in the eyes of a Vietnam boy. In line with this, the book also concerns itself with the problems of an English family, who would like to adopt the orphan who has been so deeply scarred by the war. Another book which is covered is "Das Geheimnis der roten Maschine" (The Secret of the Red Engine), 1988 by the German writer Hans-Martin Große-Oetringhaus.

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Stefan's father runs a German company, which is defrauding the workers of the subsidiary in Tanzania by sending "defective machines" to East Africa. Stefan stumbles upon the affair during a holiday in Tanzania and wants to expose it. In this interesting book, you learn a lot about the way of life in Africa and the exploitation of the native workers by Western companies.

Before we held the exhibition "Life in Africa - Childrens books from Africa" in September 1988 in the child and youth lending library, the participants of the book discussion groups organised a small "Africa Literature Seminar". They read many German and translations of childrens and young peoples books on the subject, familiarised themselves in general with life in African countries and finally published their own annotated list of recommended works. The coordinator of the courses read fairy tales and stories from Africa and about Africa to participants of various nationalities of our painting studio, as a result of which they produced wonderful pictures. These were used to decorate the exhibition. Finally we also organised a multilingual afternoon during the course of the exhibition, which was very successful, with a theatre artist from Ghana. The childrens library was transformed very simply into an African village for a few hours.

During the past few years, some of our exchange students have organised afternoon events with story telling, reading stories, singing and conversation for foreign and German children and young people. So that there have been events, which have often been improvised, from Algeria, from

Turkey, from Brazil, Iran and Malaysia. In June 1989 we had a "Canadian Afternoon" with Karleen Bradford. Firstly, a short film was shown about the country, and afterwards the author read extracts from her book and at the end there were many questions and a lively discussion in both English and German with and without help with the translation.

We have organised our great International Child and Youth Book Exhibition every year for forty years with approximately 3,000 books from over 40 countries. A catalogue is brought out in conjunction with this with annotations, from our lectors. This great spectacle with its comprehensive catalogue can also be considered as a multicultural exercise. It is mainly aimed at adults liaising in the intercultural sector, i.e. teachers, librarians, book shop staff, publishers, parents, etc. There is a lot more I should tell you about, such as the choir, which sings songs in many different languages every week, our language courses, our multinational painting studio and our classes and kindergarten run in many languages.

In conclusion, it is important to emphasise once again that our lending library for children and young people has books available in 12 languages (German, English, French, Italian, Spanish, Portuguese, Greek, Dutch, Swedish, Finnish, Russian and last, but not least, Japanese). This forms the cornerstone of our work and is run in close cooperation with the branches of the Munich Municipal Libraries, which offer their users different languages and different events.

The first commandment of our establishment is an open door policy, a friendly atmosphere and understanding for children and young people from

all over the world.

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IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

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Section/RT: MOBILE LIBRARIES

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GENEVIEVE BOULBET

CONSERVATEUR DE LA BIBLIOTHEQUE

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There are 36,400 boroughs in France, 35,673 of them have less than 10,000 inhabitants. Such is the reality 25,657,000 people are directly concerned by the development of Reading in rural France.

HISTORY SHAPED LIKE A CIRCLE

Bibliotheques Centrale de Pret (BCP - Central Lending Libraries) were created by a Ministerial Ordinance (dated 2nd November 1945) to provide opportunities to small boroughs which otherwise are unable to finance public reading services. The Director of Libraries and Public Reading in the Ministry of Education is in charge of creating these services, wholly state financed. The principle is simple: A central library usually located in "departement" county town where books are stored to be redistributed in the boroughs of less than 15,000 inhabitants, through a "bibliobus-librarybus". This vehicle can carry boxes of books chosen at the central library by the librarians and dropped at a "store" in any borough which applies for the service. This service is managed by an "agent" - a voluntary librarian. Those boxes (50-500 books) are exchanged on a regular basis, every term or semester. If this system of supplying books seems economical and rational, its limitations soon appear. Admittedly, one van can deliver books to roughly 20 boroughs a day, a central building (storing/offices) of 300 sq. meters is enough to stock 20,000 books managed and loaned by 5 agents. But can the reader be satisfied with a choice made for him by others? Where are books stored? Traditionally in the town hall - undoubtedly a public place guaranteeing access to everyone and free services - and in the local school. In the 50's Reading and Education are often assimilated, especially in the rural areas. The book is an educational tool and the teacher represents the "cultural" figure. He resides locally. He is the ideal agent to lend BCP books to children and adults who wish to further their education/increase their knowledge. The concept "Reading as a leisure - Reading for pleasure" is a new notion especially as far as children books are concerned - editions are still

poor and there are not much variety in spite of the effort of some "pioneers" (cf - Le Pere Castor).

Confirming this trend, a circular from the Ministry of Education, dated 24th May 1952 applies to the mobile libraries, measures related to the Educational Task. It's even stipulated in the "Public Reading in Rural France" handbook (1955) that any storing of books in the town hall must systematically have its counterpart in the school - making it a compulsory partner.

This link with the school will, for a long time influence the evolution of the Central Lending Libraries.

In 1968, the Director of Libraries and Public Reading signs a circular extending boroughs of less than 20,000 inhabitants under competence of the BCP, giving priority to active and busy areas. "Books as a centre of 'animation'" becomes the librarians' mission and the student population must be reached whatever the size of its borough.

This directive is both the witness and the leader in new professional practices. From 1945 to 1968 the public involvement has changed to the library bus and its boxes have succeeded library buses with shelves, and library buses with direct lending. The function of the former is to deliver books to the "store" following this procedure: documents are chosen by the agent in the library bus which is completed with shelves and boxes representing a total of 3,000 to 4,000 books. Then they are delivered to "Municipal" libraries, town houses, schools, or other BCP partners (associations - old folds clubs...) and then lent to the public concerned by the agent. These collections are renewed 3 or 4 times a year. Thus up to 1000 (or +) books may be regularly exchanged.

The library bus/direct lending is accessible to the reader (the former might be called indirect lending since the agent chooses the books).

It will be parked for several hours at a regular place, following a precise time table, at least once a month. Employees of BCP prefer this system. They have a direct contact with the public and a feedback about the service. However, it has limitations: investments in manpower, vehicles and collections are higher as each bus can only visit a limited number of boroughs. People usually find it hard to accommodate their timetable with the schedule of the bus. The roads followed are usually narrow thus limiting the size of the van and as a consequence the consultation of books is not possible whereas a fixed location would allow people to "look around".

The circular advocate direct lending for schools and gives 3 BCP, the means to attain this. In 1968 43 "departments" are still without a BCP and where the service does exist, development of new stores and schedule of the bus are empirical. The choice who then to deliver books to a given borough is usually determined by the mayor's or more frequently the teacher's wish (the teacher is directly motivated by his pupils' reading). Librarians rightly believe that developing reading involves motivating pupils and in rural areas pupils gather in schools. Books for adults are also stored there but few people will borrow them (psychological reaction). In 1975 when BCP leaves the Ministry of Education to join the Ministry of Culture, public reading in France can be depicted as follows:

More than 30% of all departments are without a BCP. Existing ones serve 60% of stores in schools. Collections of books have increased in numbers (more than 10,000) and are more diversified: gramophones, reproductions of works of art, slides are also available for lending. Teams of professionals are bigger and so are the new central buildings (between 14,000 to 15,000 sq. metres). They usually have a branch in a distant borough, so that the bus travelling time will be reduced.

The circular of the 17 July 1978 "Missions and objectives of the BCPs" is motivated by the imbalance between the school population and the

public necessity to emphasize the service for adults. Moreover, direct lending is to exist only if the means of the BCP allows it and not to the detriment of stores which should be sufficiently equipped and organized jointly with the townhall. These stores are known as "library-relay". The Principle of "Service for all" favouring no particular group is strongly emphasized and the 17 latest BCP created in 1981 will build their network in direct relation with the municipalities.

The circular called "gattegno" (1st August 1985) is in direct continuity and restates the mission, means and functioning of the BCPs as they are to be administratively transferred to the "departments" following the great administrative decentralisation move in 1983. This circular insists on the cooperative mission of the BCP and is going to influence their evolution.

NETWORK COOPERATION AND THEIR DEMANDS

From 1st January 1986, BCPs are no longer state service but "departement" services. The Conseil General - Executive Organization made up of local representatives in the "departement" define their mission, vote their budget unrestrained, as there is no law governing public reading in France. What professionals fear is the possible inequal treatment between "departements". But one must remember that even before the decentralisation, BCP were very different from one another (history/location). How can we compare "le Pas de Calais" (1 department in the North of France) with more than one million inhabitants to "La lozaire" (1 department in the Centre of France) with less that 100,000 inhabitants. What is the common characteristic between a department in the Paris suburb and one in the hear of the "The Massif Central" (a mountain in the centre of France)? In actual fact most "Conseils generaux" have increased their previous budget (in Haute Garonne" West Coast) 3 years after the decentralisation process, (the BCP budget is X2). The change affects mostly the professional practice. Previously BCPs were executing the ministerial policy of

developing public reading as proposed by the "Direction of Books and Reading". Now they have become advisers to a cultural "departemental" policy centered around books as well as executing that policy. One of the most tangible sign of this evolution is the appearance of plans of development of reading in the "departements". This plan defines broad lines making BCP not only the communication service for all types of documents but also a centre of cooperation, serving boroughs of less than 10,000 inhabitants and links the documentary network in France at a regional and national level.

Labelled "bibliotheques - Libraries d'equilibre" as from 1982 by Bruno Calenge, the present President of the Association of Directors of BCP, some BCPs organise their services into a coherent and hierarchial network of store places based rather on the notion of the attractiveness of the borough and consequently on the movement of the population rather than on the necessity to move the library towards each potential reader. This seems to be a general trend somewhat varied in its application. A library created in the 1980s had, from the start, the opportunities to build its network and work together with the municipality. Such is not the case with older BCPs which cannot disengage themselves without reflecting on the constraints attached to their past. How can a library bus stop its service to a given rural school where pupils would not have another chance to get books, no other structures being available. Disengagement can only take place when a new service guaranteeing accessibility and continuity is offered. Needs and existing structures must be carefully analysed so that in each "department" the most appropriate network may emerge.

That network is mostly based on existing municipal libraries and the "Library-relay". Set in a communal building reserved to that effect, it is open to the public at least twice a week, and it is under the responsibility of trained staff. The "Library-relay" gets a wide choice of books and its furniture is lent by the BCP in order to make

it an attractive place for the public (cf "des Yvelines" - (departement near Paris) - a pioneer which will share its experience with us). To allow smaller boroughs to benefit from similar services, discussions are being held presently on the possibilities of creating district or inter-borough libraries, settled in the most attractive borough (having a market, banks, a medical centre....) and open to the neighboring population.

In order to favour and host that network, BCP's priorities include in their missions: various activities of cooperation: training of agents, activities and programmes, technical advice (construct/layout of building, preservation, book provision). computerisation of the network.

One of the conditions for the efficiency of the BCP's action is the competence and motivation of the agent (95% unpaid staff). It is therefore necessary to organise for them elementary training and "permanent formation" on topics of interest to them. There again, practice is different in each "departement". some BCP's organise their own course of formation, others use the service of the "regional centre of formation of librarians" others still take part in courses organised by the "Association of French Librarians" which delivers a national diploma (level - library clerk). The formation to "activities and books" is often the object of specific training courses. Few BCP's have direct activities directed towards the public, but most of them take part in the activities of the store on a cooperative basis - lending or laying out material for mobile exhibitions, financing courses and meeting with writers or editors, helping in the organisation of book weeks. BCP in this field is often a centre of resources for ideas, and technical assistance (lending documents/exhibition materials).

At the same time, agents and mayors in small boroughs must be able to call upon the technical competence of the BCP personal when it comes

to building and laying out of new libraries. Thus this direct relation between BCP/municipalities allows optimum use of the equipment and a possible dialogue with the elective representatives on the Public Reading Service offered to the citizens in their case.

At far as the computerisation of BCP's and their network is concerned, the present situation is far from clear. This is because of the complex picture of bibliographical information in France, the non-continuity of the ministerial policy, and the specific functioning of these libraries and complicated technical problems.

From 1982 to 1985 the direction of "Books and Reading" created the *Logiciel LIBRA: logiciel pour (for) bibliotheques (libraries) en reseau (network) automise (automation) specifically designed for BCPs. From the start LIBRA's characteristics is its spirit of cooperation - shared catalogue, collective catalogue. However, this logiciel distinguishes 2 functions: Cooperative function centered on a national screen and then on regional screen and the local function, installed in each BCP on personal computers (acquisitions, managing loans, statistics). Those 2 functions are "integrated" and it was planned that the logiciel of library management and the bibliographic network should not be separated in their development. In actual fact, the module "shared catalogue" is the only one functioning in the BCPs. In 1988, the Ministry decides to slow down the development of LIBRA while waiting for the definition of a "new directing scheme of bibliographic information in France", by a commission of specialists. To date the final conclusion of this scheme which will define more particularly the respective roles of the National Library and the Great Library announced by President Francois Mitterrand, are not published yet. It is know, however, that the direction of Books and Reading separates the "problem" of developing the network from that of computerised management of each site.

As far as computerisation is concerned, BCPs are facing a double problem:

- Integration or non integration to a national/inter regional or regional bibliographic network. Two opposing theories exist: some strongly declare this link to the network and their will to cooperate (BCP in "Midi Pyrenees"). Others prefer from now on to adopt local solutions (BCP in "Saone et Loire").
- A compatible computerisation of municipal libraries in their network which should at least be able to recover the bibliographic information of their BCP.

In fact beyond the economic problems of information and organisation of the flow of this information two distinctive trends appear in the profession. For some, BCPs should only be a consumer of bibliographic notices and possible a "redistributor". Speed in obtaining these notices becomes more important quality. For others BCPs are an integral part of the documentary chain and owe to the public the most complete bibliographic information available. BCPs in this case must also be a producer of notices. (this role is obvious as far as gramophones are concerned. No other structure at the national level fulfills it at present.)

The situation of the computerisation of BCPs and the "relays" is presently in full evolution, hosted by the "conseils generaux" of the "departements", who became the leaders in that field and the professionals who wish to see the situation quickly being solved.

A FUTURE SHAPED LIKE A SPIRAL

In the history of libraries BCPs are "young" services which have nevertheless already proved their capacity of adaptation.

Adaptation to an evolutive social circle: farmers are now a minority in rural areas: retired people, workers who prefer commuting to the city, summer and winter tourists are replacing them, together with

their varied sensibility.

Adaption to new competencies: BCPs in many "departements" have become "advice services" as far as Public Reading is concerned, and real cooperating centers for their network. At the same time they keep their "specificity" of "Public Reading Service". Equal treatment for all users access for all to reading, specific actions in favour of "special" people (in hospitals, prisons.....) constitute the principle of their daily activity.

Adaption to new support of information: the Central Lending Library has become "mediatheque": music buses, video buses, art buses give access to everyone to all forms of communication.

Finally, technical and administrative adaptation. State service and then "departemental" service. New horizons are opening up for the BCP, on the eve of a United Europe. It will have to intensify its cooperation, at a regional/interregional level to integrate into a larger movement - international cooperation.

A double mission faces BCPs:

- Providing for the public in boroughs of less than 10,000 inhabitants, no matter its location, or professional activity.
- Fulfilling the needs of existing Public Reading Services or organising cooperative action in other areas. This double mission gives originality and richness to BCPs which in actual fact have become "departemental mediatheques".

Like a spiral: a deep end reaching towards "Reading for each one of us", a wide opening towards "Reading for all of us", BCPs are one of the most dynamic vectors of a Public Reading development in France.

GENEVIEVE BOULBET

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

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MOBILE LIBRARIES - THE JAMAICAN EXPERIENCE

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MOBILE LIBRARIES - THE JAMAICAN EXPERIENCE

ABSTRACT

Mobile Libraries were introduced in Jamaica in 1957. They are used in both the Public and School Library Systems. They are seen as the most economical method of offering a service to schools and replaced collections in boxes delivered by vans to schools. The Public Library System uses it as a guage for the establishment of branch libraries and most importantly for extending the Library Service to rural areas.

The units which are imported from overseas are not very relevant to Jamaica because of their size and maintenance problems. Despite problems, the Jamaican Experience can demonstrate how a small developing country with limited funds can deliver a Library Service to rural areas.

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JULY, 1989

MOBILE LIBRARIES - THE JAMAICAN EXPERIENCE

BACKGROUND

Jamaica is an island in the Caribbean Sea, ninety (90) miles west of Cuba. The area is 4,264 square miles, mountain ranges run directly across the island and these affect the network of roads throughout. Roads in rural areas can be described as narrow, winding and steep and communities located in many areas bordering on these roads need social services such as those offered by the Jamaica Library Service.

The Jamaica Library Service was established in 1948 and is responsible for the Public and Schools Library System in the island. It is a Statutory Body, operates under the Ministry of Education and is headed by a Board which is named by that Ministry. For administrative purposes the island is divided into fourteen (14) parishes, however the capital Kingston and neighbouring parish St. Andrew are administered as one. The Public Library System is based on this arrangement with parish libraries (main libraries) situated in the chief towns. The administrative Headquarters of the Jamaica Library Service is in Kingston which is the capital of Jamaica. Each main Library is responsible for the service in the parish and these are offered through a combination of service outlets - Branch, Book Centre, Hospital, Infirmary, Prison, Postal and Mobile Libraries. The Schools Library Service which started in 1952 supplies books to Schools at primary and secondary level.

INTRODUCTION

Mobile Libraries were introduced in Jamaica in 1957. They were first used in the Schools Library Service where the Jamaica Library Service is responsible to the Ministry of Education for the supply of books and periodicals to schools at the primary level. The island is divided into 5 regions each with a regional centre situated in a Parish Library, the centre being the base from which the bookmobile gives a service to schools. The mobile library was seen as the most economical method of offering a service to schools in a limited period of time. It proved more efficient than what it replaced - collections varying in size from 150 - 500 books delivered in carton boxes by van to the schools.

The second use of the mobile library was in the Public Library System in 1958. The unit operated from the Kingston & St. Andrew Parish Library, the largest branch of the Jamaica Library Service. It operated throughout the city and suburbs of Kingston and acted as a guage for the establishment of permanent branch libraries. For example, four Bookmobile stops have been made into Branch Libraries. The service expanded and another unit was purchased and service provided to some communities in the city where both distance and economic conditions prevented the population from taking advantage of the service at the main library. The experiment continued in rural Jamaica 6 years later in 1964, when a smaller unit was purchased for the St. Ann Parish Library. It was found to be the most practical means of reaching out to small pockets of population. In addition it surveyed community needs and helped determine the locations for new static service points.

The experiments in Kingston and St. Ann were so successful, that a bookmobile programme was introduced to extend the Public Library Service to very remote rural areas over the island. The aim of the programme was to offer a service in each parish thus improving the service offered in the small towns and villages. By the early 1970s each Parish Library had a bookmobile unit. The strategy was

INTRODUCTION (CONT'D)

to replace well patronised book centres run by volunteers but poorly sited, and book centres with potential for offering a better service but without the kind of volunteers necessary, with bookmobile stops. New stops in other communities would also be created at the same time.

SCHOOLS LIBRARY SERVICE - MOBILE LIBRARY PROGRAMME

A Supervisor of School Libraries located in Kingston is responsible for administering the Schools Library Service, however Librarians in charge of Parish Libraries are responsible for the day to day supervision of the Service both at the regional centre and on the bookmobile once it starts visiting schools in any parish. Also staff is interchangeable between both the Public and Schools Library Service. Both Services are fully integrated. Because of this, economics of staff, accommodation and certain amenities are possible. Experienced staff in the Parish Library are used to manage and supervise the Schools Library Service staff. Space is found on the Parish Library premises for the centre and some amenities and facilities are shared.

The Headquarters of the Schools Library Service in Kingston is responsible for ordering, processing and allocating the bookstock and periodicals for distribution to the 5 regional centres. It also has responsibility for the maintenance of a stock register, centralised sorting of binding, maintenance of a specimen collection and the establishment of closer liaison with teacher/librarians through regular seminars. Each unit, which is painted green in colour, carries a stock of approximately 2,000 books and visits between 2 to 3 schools daily. The vehicle is manned by 2 members of staff one being the driver. The area served by each unit covers more than one parish and this sometimes entails the staff living away from the base parish for a few weeks at a time. However, the unit usually returns to base at the end end of each week to be restocked and to change staff. Teachers select books for the school library for the term, and senior students are encouraged to assist. Road conditions are so poor in some rural areas, that the unit is unable to access the schools. These are termed "inaccessible" schools and are served by a landrover. Approximately 800 schools are served by the unit 3 times per year coinciding with each school term. In this way the entire school collection can be changed in any one year.

Although the mobile library programme is an improvement on vans with boxes of books, mobile libraries cannot replace well stocked and well managed school libraries. The Jamaica Library Service after 30 years still regards this as an interim measure until the Government is able to implement a programme whereby each school has a library room, a librarian or teacher librarian with a well thought out and relevant programme for the children. Also the programme demands that a librarian be appointed to manage these regional centres and meet teachers at the school when most problems can be handled on the spot with the teacher and not left until later.

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Below is a chart showing the number of schools served by the mobile libraries.

School Regions	No. of Units	No. of Schools	School Enrollment	Bookstock	Remarks
REGION I Kingston & St.Andrew St. Catherine St.Thomas,St. Mary	1	192	151,010	366,500	
REGION II St.James,Trelawny Hanover,Westmoreland St. Elizabeth		158	69,508	140,656	No bookmobile unit being serviced by a van
REGION III Manchester, St.Elizabeth, St.James,Clarendon, St.Ann,Trelawny	1	152	64,254	205,580	
REGION IV St.Ann,St. Mary, Trelawny,Clarendon, St. Catherine	1	175	82,467	219,301	
REGION V Portland, St. Ann, St. Mary, St. Catherine	1	146	51,740	167,543	

PUBLIC LIBRARY SERVICE - MOBILE LIBRARY PROGRAMME

Mobile Libraries operate in both urban and rural Jamaica and for the purpose of this paper, urban will relate only to the city of Kingston and its environs. The Kingston & St. Andrew Parish Library operates 3 mobile units and services 19 urban and suburban areas. Apart from the bookmobile stop in the down town shopping and commercial area, all service begins at approximately 3:30 p.m. and continues until 6:00 p.m. The down town bookmobile stop operates within the lunch break period, between 11:00 a.m. and 2:30 p.m.

In rural Jamaica there is a total of 487 bookmobile stops islandwide being operated by 12 parish libraries. Units are based at the main library in each parish, they travel out daily and return to base each evening. The Bookmobile is painted red in colour, and when travelling through rural Jamaica advertises itself as it can be seen from a distance. Stops can be found on school premises, in village squares, at cross roads, near the post office or market, in fact wherever there are small pockets of population. A unit can visit up to 50 stops within a fortnight period.

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Routes taken each day can constitute 3 to 6 stops depending on the concentration of the population. Each stop is clearly marked with a sign giving the day and time of the Bookmobile Service. The services offered are similar to those offered in a Branch and the bookstock reflects this. Periodicals are also included and regular extension activities such as story hour session and music appreciation are carried on at some stops. The Bookmobile unit carries a Driver and two (2) other members of staff.

There is difficulty in keeping the programme going on a continuous basis in most parishes. This is due to the frequent and sometimes long periods of breakdown of the units. These stoppages can occur for periods ranging from months to years. The main reasons being lack of funds to effect costly repairs and unavailability of spare parts. In the Kingston & St. Andrew Parish Library only one of the 3 units have operated since 1988. In 1988/89, 3 parishes operated no service because units were in garages awaiting repairs. One parish has no vehicle, another had a vehicle written off 6 years ago after a serious accident, and there are no funds to purchase a replacement. Other parishes operated services which were broken frequently. For example, in October 1988 an inventory was taken and it was found that of the 14 units 10 were out of service(please see appendix I). Adequate funds and availability of spare parts are the two major problems that must be tackled.

FINANCE

Each Parish Library is responsible for its own budget so included in funding is provision for operating and maintaining units as well as salaries for staff. However, the budget received never adequately covers costs. The annual cost of operating a unit which has not been out of service for a protracted period of time is approximately $28,500.00.

Below is a chart showing details of the approximate cost of operating a unit.

PARISH OF ST. ELIZABETH 1987/88

Population	- 144,500	Circulating Stock	- 9,139
No. of units	- 1	Membership	- 12,996
No. of stops	- 37	Issues	- 22,645

	J$	
Petrol & oil	10,000	
Tyres & tubes	3,000	
Batteries	-	
Repairs & maintenance	11,000	
Insurance & licence	4,500	
	28,500	(US$5,181)

The Headquarters budget takes care of the purchase of units, stationery and equipment and the bookstock. The financing is therefore the joint responsibility of the individual Parish Library and the Headquarters. This agreement poses few problems because responsibilities are clearly defined. Formerly the two budgets came from different Ministries of the Government but since 1986 both come from the Ministry of Education and are disbursed, and controlled by the Headquarters.

MOBILE LIBRARY UNITS

From the inception of the programme the cost of the unit was a significant factor and affected the number with which the programme commenced. Eighteen (18) units, one assigned to each parish and school region, proved inadequate from the start, and because of this vehicles are overworked. Staff sometimes tend to overlook minor defects in an effort to keep the service going. Current negotations reveal that this early trend will continue as the cost of a unit smaller than the ones now in use is approximately US$40,000.

Mention must be made of the first units operated in Jamaica, although none are in service at this time. They were purchased between 1964 and 1973 through Gerstenslager Company, Wooster, Ohio, U.S.A. They were compact measuring height 10ft. 6", length 22ft., width 8ft., except for the larger unit used in Kingston. They did not incorporate amenities such as wash basins and refrigerators. They performed well and their outstanding features were being able to manoeuvre the roads in the rural areas and the strength of the body which made maintenance minimal. The interior panelling and flooring were sturdy and pleasing to the eye and the angle of the shelves allowed books to remain in place even when the unit was climbing steep hills. However, the cooling system of fans did not work well and had to be serviced frequently and air vents in the ceiling leaked early in the life of the vehicle. Frequent mechanical problems included breakdowns in the brake and clutch systems,but most of all the fuel consumption was high. Units gave 7 or 8 miles to a gallon of petrol, and most parishes had difficulty finding funds to operate these after the price of petrol worldwide escalated.

The second set of units were acquired through a line of credit between the Jamaican and the Dutch Government. These were purchased between 1978 and 1980. They are DAF units and unlike those from Gertsenslager, the cabs are separate from the body. A total of 15 units were acquired for both the Schools and Public Library System. They came in 2 sizes, DAF 1400 and 1600 - the latter being the preferred unit because it included improvements on the 1400 such as retractable steps. They are all diesel driven so fuel consumption is manageable, however, repair costs tend to be high. They included the amenities of wash basin and refrigerator. The most frequent mechanical problem is the breakdown in the brake system. The size of the unit is another problem as it is too large for the roads in the rural areas. For example the touching of over-hanging trees and other large vehicles tend to cause damage to the body.

The dilemma with maintenance starts with the manufacturers of the vehicles and before they are shipped. On arrival from overseas, the new units are examined and there are usually defects and missing items. On the Gertsenslager units problems included absence of spare tyres, grill panels falling off, absence of tools and the rear steps insecurely anchored. Similar problems were experienced with the DAF units - no tools received, defective locks on front doors, defective oil guages,leaking water tanks to name a few.

With the current fleet, serious consistent problems are with the body where the shelf uprights move away from the sides of the unit. The shelves themselves are not slanted so the entire collection has to be re-shelved between each stop. This is both irritating and time consuming. Local workmen have used very innovative methods to try and correct these problems. The acquisition of spare parts became a serious problem. Recently DAF spare parts had to be shipped from Ireland so that a vehicle could be repaired.

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The Jamaica Library Service is interested in acquiring vehicles that are more relevant in terms of cost and size and for which spare parts are readily available.

STAFF

The staff on the units are not Librarians, but are trained specially to operate the service. Librarians are in very short supply in Jamaica, however, the collections, statistics of performance and their analysis are directly under their control. The driver is an integral part of the team and is called a Driver/Book Attendant and his duties include keeping order at each stop and he is expected to do some clerical duties such as filing cards. Librarians need to be very knowledgeable about the mechanical operations of the unit and in conjunction with the driver must diagnose on the spot problems. The Jamaica Library Service does not have a transport officer on its establishment, so all problems are dealt with through the Librarian.

BOOK COLLECTION

The Bookstock is similar to what is available in the Parish Library and is selected from the collection assigned to the Parish. The size varies according to availability and therefore shares the limitations of the national collections. These limitations include insufficient fiction, children's books both in quality and variety and a critical lack of reference material. As in the other areas of service, children use the collection more than adults. Through a request system however, books can be obtained from any other branch.

CONCLUSION

The success of a Mobile Library Service depends on many factors. The most important being the reliability of the mobile library unit. The others include trained staff, good reader relationship, the provision of adequate funds with which to maintain units, a consistently high level of service geared to community needs, the selection and maintenance of material and the continued efforts of staff to exploit the collection. The Jamaican experience is by no means unique, but it can serve to demonstrate how a small developing country with limited funds can deliver a library service to rural areas despite the many problems and especially when social and economic constraints make it impossible to erect library buildings. A mobile library service is a workable alternative.

Sybil Iton
Director
Jamaica

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JAMAICA LIBRARY SERVICE
BOOKMOBILE UNITS
PUBLIC & SCHOOL LIBRARIES
STATUS OF UNITS AT OCTOBER 1988

APPENDIX I

PUBLIC LIBRARY SERVICE

Parish	Date	Model	Status of Unit	Nature of Problem	Remarks
Kingston & St. Andrew	1958	GMC	Out of service since 1973	Spare parts needed-not available	
	1967	Ford	Out of service since July 1988	Braking system - crank shaft & bearing	
	1980	DAF 1600	In service		
St. Catherine	1978	DAF 1600	Out of service since August '88	electrical problems	
St. Thomas	1978	DAF 1400	Out of service since 1986	crank shaft destroyed	met in an accident
St. James	1978	DAF 1400	out of service since May 1988	gasket, water pump, charging piston, rings, bearings	
Hanover	1978	DAF 1400	out of service since Oct. 1985	washers needed - not available locally	since then other overhauling needed because of the length of time out of service
Trelawny	1980	DAF 1600	out of service since May 1988	gas oil filter, speedometer and new windscreen needed	
Westmoreland	NO BOOKMOBILE UNIT - DID NOT RECEIVE A DAF UNIT				
Manchester	1980	DAF 1400	out of service since June 1988	water pump, clutch and pressure plate + batteries needed	unit met in an accident
St. Elizabeth	1978	DAF 1400	In service		

Parish	Date	Model	Status of Unit	Nature of problem	Remarks
Clarendon	1978	DAF 1400	Out of service since May 1988	Brake system and clutch	
St. Ann	1978	DAF 1400	Unit met an accident January 1983 and written off		
St. Mary	1978	DAF 1400	Out of service since August 1982	Braking system, needs work on shelves & body	Parts were unavailable
Portland	1978	DAF 1400	In service	Shelves and body rotting	Was out of service for two months in 1988

SCHOOLS LIBRARY SERVICE

Region 1	1978	Bedford	In service		Donated by the British Government
Region 2	NO BOOKMOBILE UNIT - DID NOT RECEIVE A DAF UNIT				
Region 3	1978	DAF 1600	In service		
Region 4	1978	DAF 1600	In service	Body repairs	Was out of service for one month during 1988
Region 5	1980	DAF 1600	Out of service since July 1988	Water pump and body rotting	

CHASSIS TYPE : FA 1600 DF 360

BODY TYPE : Mobile library

BODY SPECIFICATION : Fully closed body executed in extra h.d. aluminium sections. Roof of aluminium and white coloured G.R.P.

Dimensions of body: length approx. 5330 mm external
width " 2440 mm
height " 2200 mm external
height " 2050 mm internal

Windows and doors:
Fixed window in front wall behind drivers seat.
Sliding window in RH side 900x500 mm.
Sliding window in rear side.
2 Doors in left-hand-side dimensions 700 x 2000 mm one at approx. 1000 mm from centerline front axle. This door is fitted with a vertically sliding window. The second door at approx. 590 mm from the rear side. This door is fitted with a fixed window. Both doors have 2 fixed and one foldable step.
All windows (except the one behind the driver) in anthelios-U-30 tinded glass.

Interior:
Floor: constructed with a great number of cross members insulated.
Plywood with seamless polyester and the whole covered with linoleum.
Sides and roof: insulated and covered with Bornitex.

Arrangement:
R.H. side wall: at approx. 500 mm from the frontwall a desk is fitted. Dimensions approx. 1200 x 600 mm height approx. 900 mm. Covered with green formica plastic. Underneath the desk 2 lockable drawers and a refrigerator make Engel, type SRT 5 .

Near the desk a control panel for the electrical installation.

At this side also 6 bookshelves approx. 3600 mm length, sloping to the wall (15-20 degrees).

This shelves are covered with ribbed rubber and fitted with book-clamps and demountable safety rods.

L.H. side wall:
Between the front wall and the exit door a case will be fitted with on top an electrically operated water-cock, with stainless steel sink, draincock and draintube.
In the case is fitted a 45 ltrs. watertank with el. driven Aquaflow pump.

At the top level of the case a foldable desk will be fitted.
Between the two doors six bookshelves will be fitted, length approx. 2550 mm, for further description see: RH side.

Rear wall
Underneath the window 3 bookshelves of 1100 mm length. Further execution see: RH side wall.

At left of these shelves 2 cupboards over each other fitted with shelves.

In the right hand corner also 2 cupboards: the upper cupboard to be used as wardrobe.

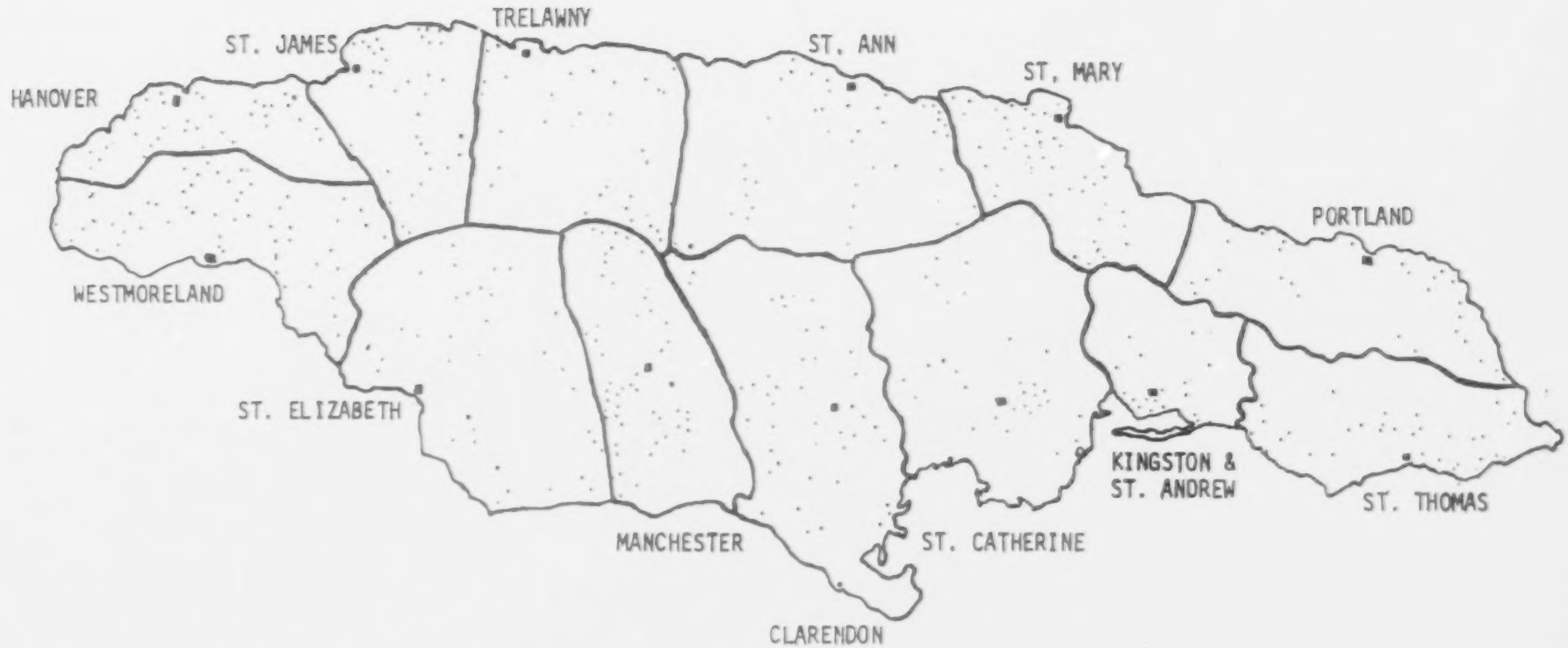
Frontwall: near the desk a notice board.

Electrical installation
Lighting: Fluorescent tubes of 12V/20W for the library, special lights at entrance and exits.
3 El. fans for ventilation.
2 Special HD batteries of 200 Ah each for this installation.
Painting: The lower part of the body will be painted in DAF-red (Sikkens 2173).
The upper part in broken white.

JAMAICA LIBRARY SERVICE

MAP SHOWING LOCATION OF BOOKMOBILE STOPS

1987/88



N.B.

THE BOOKMOBILE SERVICE IN WESTMORELAND AND ST. MARY ARE PRESENTLY NOT FUNCTIONING.

KEY

- PARISH BOUNDARIES
- PARISH LIBRARY
- BOOKMOBILE STOP